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ABSTRACT

Designed for parents of students, this booklet provides information and strategies for helping students with disabilities make a smooth transition to postsecondary education and training. The first part of the booklet addresses: building blocks for transition, transition services mandated by the Individuals with Disabilities Education Act, transitional planning in the Individualized Education Program (IEP), assistive technology requirements, the transition IEP team's role, and evaluating the IEP. A transition goal finder is provided to assist in determining the amount of support needed for adult community activities, employment, finances, social life, health care, housing, personal care, recreation, and transportation. A career development and transition model is also included that depicts the interaction of transition roles and responsibilities among the parents, students, schools, and community agencies. The second part of the booklet addresses planning together with community agencies, programs, and schools. The types of services and eligibility requirements for different agencies are described. An appendix includes a list of assistive technology resources, Internet sites, transition planning domains and related goals, Wisconsin Career Centers, colleges, universities, and technical colleges contacts in Wisconsin, public and private agencies, community programs, vocational rehabilitation local offices, Social Security Administration offices, and sample parent/student transition informational brochures. (CR)

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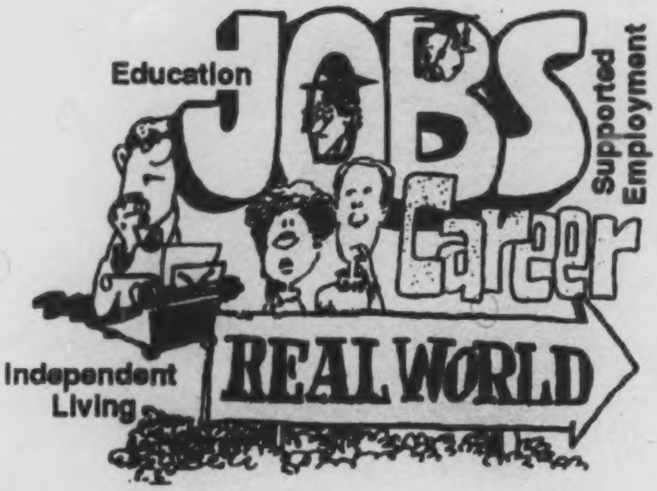
A PARENTS' GUIDE TO TRANSITION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A PARENTS' GUIDE TO TRANSITION FOR YOUTH WITH DISABILITIES

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INTRODUCTION

Transition is the passage of a student with disabilities from school to work and community life with all the opportunities and risks associated with promoting his or her greatest independence, increased productivity, and fullest integration into the community.

Association for Retarded Citizens

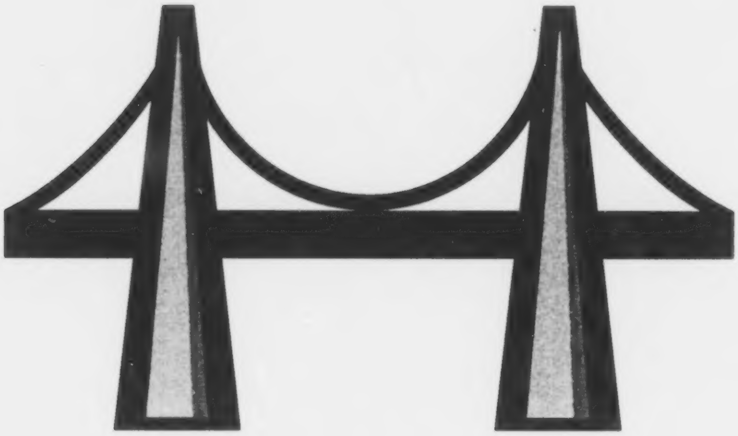
You have probably opened this book with a particular child in mind. The information you seek is specific to the unique needs of your child. In order to answer your most urgent questions, you can look up a specific topic in the Table of Contents, turn to that page, and read the information.

If "transition" is all new to you, you may want to read the book more broadly, so that you know what to expect as events occur.

Those of us who prepared this book attempted to include information that would be practical and timely for as many people as possible. If you have specific questions which are not answered in this book, we hope that we have given you some directions for where to go to find those answers.

Finally, we know that the transition from a child to adult is one of the most anxious times for all, but it is also a time of hope and enthusiasm. In most respects, the more you know and prepare for transition, the more successful your child will be in obtaining positive post-school outcomes in employment, independent living and post-secondary education or training.

TRANSITIONS



Transition ? ? ?

What is transition?

Transition is the process by which a person moves from one life stage to another. In fact, transitions happen in people's lives almost daily. This book, however, will address the transition from school to adult life in the community. For the rest of the book, the word *transition* will refer to that time in a person's life.

Why do transition planning?

Planning makes sense so that parents, their child, the school, and agencies that will be providing services after graduation all know what the person needs. They meet together to plan for meeting those needs. They also plan for preparing the child to work with those agencies and to live in the community.

When does transition planning begin?

Early. Currently, the law requires transition planning to begin no later than age 14. It is best to begin earlier, especially if there is a potential for the child to drop out of high school.

How does transition planning happen?

> Transition planning happens in the Individualized Education Program (IEP) process.

Each child is different. Each has different needs. Each transition plan must be tailor-made to fit the individual child's needs. This is done in the IEP process.

Who participates in transition planning?

Parents and their child with a disability along with the special and regular education teachers, administrative representative, and people from agencies expected to work with the child once he/she is out of school participate in transition planning. It is highly recommended that the school counselor also be a member of the Team.

Since school is responsible to initiate and insure the provision of transition services:

- ➜ School gets transition planning started.
- ➜ School keeps transition planning in progress as long as the child is in school.
- ➜ School is responsible for making initial referrals to other agencies.
- ➜ School is responsible for inviting agency people to the IEP meeting where transition is being discussed.
- ➜ School is responsible for finding other help, if a particular agency cannot provide assistance.

Remember: At age 18, all youth are adults under the law and all special education rights transfer to them. The IEP Team must insure that, at least by age 17, youth are informed of the special education and procedural rights that will transfer to them at age 18. If obtaining guardianship for your child is appropriate, this should be planned for in the transition process far in advance of her/his 18th birthday. Guardianship is discussed later in this booklet.

The Building Blocks of Transition

Built on Outcomes Based on Child's Needs, Preferences and Interests

That means: Parents prepare and assist their child to look into the future and picture the kind of life she/he hopes for after graduation.

You, the family, bring into focus all
of your hopes and dreams for
your member with disabilities.

The outcomes for which you, your child and the IEP Team need to plan are:

- post-secondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation.

The IEP Team (including the child and parents) makes transition plans that will help the child achieve the outcomes that include those hopes and dreams.

Built on Agency Cooperation

Local School District	A	Local Division of Vocational Rehabilitation Office
County Developmental Disabilities Services	G	County Human Services Office
	R	County Mental Health Services
Local Workforce Dev. Councils/ Job Centers/Career Centers	E	
Wisconsin Technical College System District	E	Local University/College

To work together to help youth with
disabilities reach his/her chosen outcomes.

Built on the Goals of a Lifetime

The State of Wisconsin's multi-agency vision for transition of students with disabilities is that:

> **All students with disabilities will leave high school to live, work, recreate, and participate in lifelong education in their home towns alongside their non-disabled peers.**

Understand the goals of transition.

1. Students with disabilities who want to go from high school directly to a job in the community will have job training in high school. This job training must fit each individual student's preferences, knowledge, skills and abilities. High schools are required to cooperate with adult service agencies such as vocational rehabilitation, local technical college, human services, Job Center, Career Center, Private Industry Councils and employers in order to help students achieve their goals.

2. Students with disabilities who would like to continue their educations after high school will be able to attend a vocational-technical college, a university, an adult education program, or a private or public agency that offers job training. The kind of program an individual student enters must be based on the student's preferences, knowledge, skills and abilities.

3. When a student with disabilities leaves high school, he or she will have a written plan for achieving independent community living. This plan must fit the student's preferences, knowledge, skills and abilities. The plan is to be put together by the school, the agencies, the student, and the parents.

The transition process is successful when the person enters employment he/she likes, lives as independently as possible, continues to learn new skills, and enjoys leisure activities with a group of friends.

The IDEA of Transition

Individuals with Disabilities Education Act

IDEA is the federal law, amended in 1997, that protects the rights of students with disabilities to receive a free and appropriate public education anywhere in the country. Those students who are included in this law (in Wisconsin) are any person under the age of 22 with the following conditions who need special education and related services:

- orthopedic impairment,
- cognitive disability,
- hearing impairment,
- visual impairment,
- speech or language impairment,
- emotional disturbance,
- other health impairment,
- learning disability,
- autism,
- traumatic brain injury.

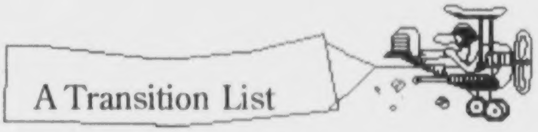
This law describes transition as a coordinated set of activities that helps a student move from school to:

➜ post-secondary education,
➜ vocational training,
➜ integrated employment (including supported employment),
➜ continuing and adult education,
➜ adult services,
➜ independent living, or
➜ community participation.

These activities need to be coordinated with all the programs in the district and services in the community. And they must be based on your child's needs, taking into account her/his preferences and interests for future outcomes.

IDEA requires that your child's IEP describe transition services starting no later than age 16, and 14, regarding courses of instruction. Transition must be reviewed in the IEP at least every year and you may request a review at any time during the year. Anytime the IEP Team talks about transition, your child must be invited to the meeting and if he/she doesn't attend, the school must use other ways to make sure your child's preferences and interests are discussed and taken into consideration by the Team.

The school must invite other community agencies to the meeting if they are probably going to be responsible for providing or paying for transition services to your child. If they can't or don't come to the meeting, the school still has to find out from them what they will or won't provide and discuss it at the meeting. If a community agency agrees to provide transition services in the IEP and later doesn't, the school has to hold another IEP meeting to decide other ways to provide the services. Before your child leaves school, the school must make contact with and referrals to agencies that your child is expected to need after high school.



A Transition List

1. The coordinated set of activities must be based on:

    - Individual student needs
    - Individual student preferences
    - Individual student interests

2. The coordinated set of activities must include:

    - Instruction
    - Related services
    - Community experiences
    - The development of employment objectives
    - The development of other post-school adult living objectives
    - If appropriate, acquisition of daily living skills
    - If appropriate, functional vocational evaluation

The IEP Team must discuss each of these areas and decide what activities are needed. If they decide services aren't needed , they must say that within the IEP and explain why.

3. Anytime the IEP Team considers transition services it must:

    - Make, when appropriate, a statement of interagency responsibility or or needed linkages for transition services.
    - Invite to the IEP meeting a representative of any other agency that is likely to be responsible for providing or paying for transition services.
    - If the agency does not attend, take other steps to obtain the participation of the other agency in the planning of transition services.

➜ Invite the student to the meeting.
➜ If the student does not attend, take other steps to ensure that the student's preferences and interests are considered.

4. When the IEP Team will be considering transition services (always by age 14), the parents must be notified of the fact and that their child will also be invited.

5. Rehabilitation counseling services are related services and must be provided by qualified personnel if the IEP Team decides rehabilitation counseling is necessary for the student in order to benefit from special education. This counseling may be in either individual or group sessions that focus specifically on:

➜ Career development
➜ Employment preparation
➜ Achieving independence
➜ Integration into the workplace
➜ Integration into the community

Assistive Technology

Some people with disabilities need help from technological gadgets to overcome problems created by their disabilities. These gadgets are called **assistive technology** devices. In order to get these devices, a person must have an evaluation for assistive technology. Schools, occupational therapists, physical therapists, speech clinicians and agencies and projects such as the Department of Public Instruction's Assistive Technology Initiative, WisTech and Independent Living Centers can assist in evaluations and obtaining equipment. You can find a description of adaptive techniques, services and devices, and agencies that can help in Appendix A.

BE AWARE

The the IEP team must consider the need for assistive technology for every student with a disability and the school must obtain (but not necessarily pay for) assistive technology devices or services for your child if the IEP Team determines that they are necessary for him/her.

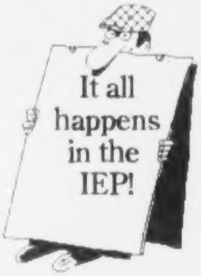
Transition Planning in the IEP

School districts are required by federal law to begin the transition planning process for each student with a disability at age 14 when discussing the child's high school courses, and at 16 with all areas of transition, or younger if necessary.

Transition Planning is Part of the Regular IEP

People attending the transition IEP meeting will include the child's special education teacher, the child's regular education teacher, the school district representative, and any therapists or specialists who normally attend your child's IEP meetings.

In addition, your child and people from the "after high school" agencies will be invited to participate in the planning. The school is required to notify you of these invitations but they do not require your permission.



The school district is responsible for inviting to the IEP meeting people from local agencies and post-secondary schools who are expected to work with a child during the transition process and once he/she is out of high school.

The school, the agency representatives, the parents and the child work together to build transition services into the student's special education program based on the child's individual needs, preferences and interests.

Graduation for students with disabilities can be based on either completion of IEP goals *or* credits earned in regular high school courses.

- ➜ The IEP Team decides what are the desired outcomes for your child.
- ➜ The IEP Team determines when the child has met the IEP goals for graduation.
- ➜ The IEP Team decides which courses your child will take.
- ➜ The IEP Team develops modifications necessary in the regular and special education program and for statewide and districtwide testing.
- ➜ The IEP Team has the responsibility to see that your child takes the right courses for graduation.
- ➜ The IEP Team modifies graduation requirements to meet the child's needs if necessary.
- ➜ The IEP team decides when the child will graduate and the school notifies you ahead of time that graduation is a termination of special education.

Remember: All the protections of special education law cease once a student with disabilities graduates or turns age 22.

Sometimes the Future is Not So Clear

When the IEP team meets to begin transition planning, they may find that this student's life needs and preferences are not yet clear. So, evaluation is in order.

Functional evaluations. Parents, teachers, and agency people need to find out what the student can and cannot do in the community, and what kinds of supports and services he/she will need in order to be as independent as possible after high school. A functional evaluation cannot be done by giving the student a test in aa classroom.

Functional evaluations happen when people watch the student during real-life situations. Everything the student needs to do in order to work and have an independent life must be evaluated in the location where that activity normally takes place.

Employment is evaluated in the work place.
Housing needs are evaluated in a suitable home site.
Transportation needs are evaluated by trying suitable bus, van and car possibilities.
Recreation needs are evaluated by arranging various recreation activities.

When professionals do functional evaluations, they often use a checklist or a form in order to be sure to cover all areas. Besides having teachers, occupational tharapists and agency people watch the student in the situation, it is also very necessary to observe the student's responses and ask the student what he/she thinks of the experiences.

Functional vocational evaluations. School districts are required to do functional vocational evaluations as part of the transition planning if it is appropriate for the student. They are qualified to carry out functional vocational evaluation within the regular school day and within the regular school-to-work programs.

BE AWARE

Regular school-to-work programs in high school such as Tech Prep, Co-op Programs, Internships and Youth Apprenticeship Programs are all open to students with disabilities. Modifications to these programs are to be made in the IEP so that the student can participate . These modifications include curriculum modifications when necessary.

If a student is able to do a particular job, but really doesn't like that kind of work, he/she must not be forced into the job. In fact, students with disabilities are entitled to the same vocational options as non-disabled students.

When the results of all the functional evaluations are reported at the IEP meeting, the student must be there or have been consulted to give his/her feelings about the experiences. The transition planning takes into account student preferences when making future plans. (See Appendix B for Sample Functional Vocational Evaluation Content)

Putting transition activities on paper. It is one thing to have goals in mind. It is something else, again, to put those goals into specific activities. Sometimes the view of the future is so overwhelming that you can't find the right words. Sometimes teachers, parents and agency people have the same goals in mind, but express them so differently that it seems like the goals themselves are different.

It may be helpful for your child, you, your child's teacher, and others to use the ***Transition Goal Finder*** (pages 13-16) to help everyone focus on the same issues.

Here is a tool to help put transition goals on paper.

See Appendix C for sample transition planning domains and related goals.

TRANSITION GOAL FINDER

Student's Name:	Birthdate :
Address:	Phone:
Disability:	
Parent's Name:	H. Phone:
Address:	W. Phone:
Teacher:	Phone:
Address:	

HOW TO USE THIS CHART

1. Look at each category on the left and read across the page.
2. Using a pencil, pen or marker, circle the description in each category that best fits this child at present.
3. Using a different colored pencil, pen or marker, circle the description that is the best guess for this child at a future date.
4. The descriptions between the present and the best guess can help determine IEP goals for each category.
5. If there are no descriptions between present and best guess categories, then use the present description as a help in determining IEP goals, and need for functional evaluation.

Dates for use of this chart:

Present____________________________ Future____________________________

Parent Education Project
of Wisconsin, Incorporated
2192 South 60th Street
West Allis, WI 53219
(414) 328-5520
1994

Most Support Possible > > > > > > > > > >

Community Activities	Full-time assistant needed for all activities	Assistant needed for some activities, or some times.	Non-disabled peers trained to serve as natural supports.	Non-disabled peers serve as natural supports with no training needed.
Employment	Part-time job, with full-time coach with wage adjustments	Part-time job, with part-time job coach with wage adjustments.	Part-time job with natural supports and supervision.	Full-time job with natural supports and supervision.
Finances	Legal guardian required for all money matters. Unearned income and Medical Assistance needed.	Legal guardian required for major decisions, wages provide some pocket money.	Legal guardian required to co-sign most checks, guide major money decisions.	Voluntary use of trusted person for help with major decisions. Uses bank with natural supports.
Friends/ Social Life	Assistant and care giver needed for all interactions and to make all arrangements for social activity.	Assistant needed for most activities and arrangements, some help from natural supports.	Initiates some interactions. Requires close supervision.	Makes own phone calls to friends. Makes some social arrangements.
Health Care	Legal guardian required for all health care decisions. Care giver required for all health needs.	Can fill weekly pill box and learn health care routine with supervision. Assistan for making and keeping appointments.	Does daily health care routines without supervision. Assistance needed for making appointments.	Makes and keeps own appointments. Does daily health care routines with motivation, reminders.
Housing Home Site	Parents home with all needs provided, full-time care or nursing home.	Adult foster care or group home with full-time staff to care for most needs.	Supervised/ assisted apartment, part-time assistance such as personal care attendant or housekeeping assistant.	Minimum assistance and supervision in independent home site.
Personal Care	Full-time care giver for all Activities of Daily Living (ADL).	Care giver assists with some ADLs, supervises, reminds and checks on others.	Can care for most ADLS with checks and environment reminders.	Completes most ADLS with reminder checks, motivation.
Recreation	Full-time assistant needed for all activities.	Assistant needed for some events, or for some times.	Small group events with supervision or natural support.	In larger groups or small groups with natural supports.
Transportation	Van service for people with disabilities or private care.	Taxi with assistance upon departure and arrival.	Taxi with no assistance or city natural supports.	City bus for known routes only.

Most Support Possible > > > > > > > > > >

> > Least Support Possible

Encouragement and/or motivation needed to attend events.	Independent selection of and participation in events.
On the job training and/or employer provides a mentor.	Mostly independent on the job.
Can handle modified budgeting, make household purchases, pay bills, within a structured system.	Lives within budget, makes own financial decisions and purchases.
Handles most social activities without assistance. Has romantic interests.	Independent and social life, steady friends and romantic relationships.
Asks for assistance and advice about health needs. Uses environmental reminders.	Independence in most health care needs.
Non-supervised/ assisted apartment with natural supports.	Lives independently in own apartment, asks for assistance when needed.
Completes ADLs with environmental reminders, or motivation	Completes ADLs independently.
With a group of friends in minimally supervised events.	Independently alone or with group in non-supervised activities.
City bus without assistance.	Drives own car.

> > Least Support Possible

GLOSSARY OF TERMS

ADLs. Activities of daily living. (Bathing, toileting, dressing, shaving)

Environmental reminders. Items placed in the area to call attention. (Pill box on table at person's place)

Group Home. 4 to 6 unrelated people living in a home with paid staff care.

Job Coach. A person who assists another person to work at a job in the community. May fade out of the picture. May be permanent.

Mentor. Person who knows the situation well and is willing to assist the new person in all parts of the situation. (A big brother)

Natural Supports. People in the environment who help. May or may not be specially trained. (The bus driver who lets a person know that this is his place to get off.)

Supervised Apartment. Individual or shared homes with paid staff who make sure tenants are doing OK.

Unearned Income. Money from sources such as Social Security, Veterans Benefits, pensions, State disability and unemployment benefits. Not wages or salary.

Write tentative IEP goals for the student in the boxes below.

Community Activities:

Employment:

Finances:

Friendships/Social Life:

Health Care:

Housing:

Personal Care:

Recreation:

Transportation:

The Transition IEP Team's Roles

Each person on the transition IEP Team has certain roles and responsibilities. It is important for the student and parents to understand who is doing what. Parents and their child must also understand that they, too, have certain roles and responsibilities in transition planning.

Susan Masterson, Wisconsin Indianhead Technical College, developed the following "Career Development and Transition Model" which depicts the interaction of transition roles and responsibilities among the parents, student, school and community agencies.

The following model depicts the interaction of transition roles and responsibilities among the parents, students, school, and community agencies.

Career Development and Transition Model for Students with Disabilities
Presecondary: Elementary/Middle School Level (Before Grade Nine)

Parents	School	Student	Community *(agencies, employers, higher education)*
Give child responsibilities/opportunities to make choices. Foster independence. Explore options in community with child. Discuss and plan postsecondary goals. Support school efforts. Participate in IEP. Develop work ethic. Learn and exercise education rights. Identify resources (community agencies). Encourage appropriate social skills. Give permission for information sharing. Complete parent surveys. Attend parent meetings.	Career awareness. Outline life and work options available. Begin outcome-based IEP planning. Career exploration. Relevant, nondiscriminatory assessment as part of IEP. Application of basic skills. Basic skills instruction. Develop work ethic. Social skills instruction. Develop process to transition to high school. Developmental guidance program. Related services. Employability skills training.	Career awareness. Career exploration. Self-assessment (strengths and weaknesses). Develop work ethic. Develop age-appropriate social skills. Plan realistic schedule for high school. Participate in IEP planning. Cooperate in evaluations. Express needs. Take responsibility for choices	Career exploration. Awareness of individuals with disabilities. Social skills. Accessibility. Accommodations. Transportation. Telecommunication devices. Recreation. Business tours. Classroom presentations. Community services.

Source: Masterson, S. Secondary/Postsecondary coordinator, Wisconsin Indianhead Technical College, Shell Lake, WI.

Career Development and Transition Model for Students with Disabilities
Early Secondary Level (Grades Nine and Ten)

Parents	School	Student	Community *(agencies, employers, higher education)*
Give youth responsibilities/opportunities to make choices. Foster independence. Explore options in community with youth. Decide postsecondary goals. Participate in IEP. Support school efforts. Learn and exercise education rights. Develop work ethic. Promote friendships with peers. Identify resources (community agencies). Encourage appropriate social skills. Give permission for information sharing. Complete parent surveys. Attend parent meetings.	Teach awareness of community services available. Provide licensed guidance counseling. Provide variety of coursework with necessary adaptations and special education support. Provide work training. Career planning and decision making in formal courses. Community-based experiences. Include postsecondary goals in IEP. Application of basic skills. Personal management skills instruction. Involvement of regular and vocational educators, guidance counselor, administrator, and involved community agency staff members in IEP development. Voluntary youth service experiences. Teach self-advocacy skills. Develop interagency agreements.	Participate in career exploration by taking a variety of courses. Gain hands-on experience/make decisions regarding additional preparation needed. Participate in extracurricular and community recreation. Make decisions on postsecondary goals based on coursework. Cooperate in assessment. Voice preferences at IEP meetings. Get a job or work experience. Persevere in learning experiences. By end of tenth grade, have a postsecondary plan for education, work, and independent living. Advocate for self. Learn strengths and limitations.	Support school-related work programs (job shadowing, tours, mentorships, and so forth.) Provide employment opportunities for youths with disabilities. Awareness of community agency services. Provide inschool services, consultation, and class presentations. Participate on IEPs when involved with student. Participate on communitywide school-to-work councils (Education for Employment, PIC, transition, WTCS). Develop interagency agreements on services for transitions for students with disabilities. Implement ADA requirements (accommodations, accessibility, transportation, telecommunication).

Career Development and Transition Model for Students with Disabilities Late Secondary Level (Grades Eleven and Twelve)

Parents	School	Student	Community *(agencies, employers, higher education)*
Work toward IEP's postsecondary goals for youth. Attend and participate at IEP meetings. Register youth in community support options. Learn community service system and advocate for youth. Assist in development of age-appropriate social skills. Promote youth's participation in extracurricular and community recreation. Complete transition agreements at IEP meeting for postsecondary services. Give permission for youth's work-study program. Give permission for WTCS course options. Follow through on planned transition activities on IEP. Maintain a complete school file for youth after graduation. Respond to district and agency follow-up surveys.	Develop systemic interagency agreements. Apply basic skills to community-based experiences. Provide college preparation program when appropriate. Continue vocational assessment (functional when appropriate) to measure accomplishment of IEP goals. Vocational preparation. Occupational preparation. Work-study program and employability skills in integrated settings. Develop interagency linkages and responsibilities at IEP meetings. Social skills training. Provide WTCS coursework options when appropriate. Instruct on community service options. Instruct on self-advocacy. Teach independent living skills in natural environments. Provide licensed guidance counselors to plan student's postsecondary education program through the IEP.	Set postsecondary work goals at IEP meetings. Set postsecondary living goals at IEP meeting. Enroll in postsecondary education or adult training. Apply for community support options. Participate in community activities. Secure a job or work experience prior to graduation. Cooperate with related service programs. Learn rights and exercise them. Respond to information surveys. If age 18, give appropriate permissions and maintain own file. Advocate for self or locate an advocate.	Support work experience. Supervise community-based work experiences. Learn characteristics of people with disabilities and recognize their social contributions. Develop work sites. Develop jobs. Conduct formal agency intake second semester of 11th grade. Implement ADA requirements. Participate on IEP committee. Provide inschool services. Develop financial plan and services/programs. Sign agreements with other agencies to provide transition services. Utilize school data to provide appropriate services and adaptations to graduates with disabilities. Sign agreements on IEPs to provide individual transition services. Participate on IEPs to provide individual transition services. Provide employment placement services.

Late Secondary Level (Grades Eleven and Twelve) (Continued)

Parents	School	Student	Community *(agencies, employers, higher education)*
Give permission for district to maintain and share youth's records after graduation for service qualification. Plan postsecondary financial support for youth. Plan postsecondary independent living situations for youth.	Provide Tech Prep opportunities. Develop systematic follow-up procedure on all exiters. Provide needed transportation, assistive device, and other related services. Obtain parent/student's permission to maintain and share student's records for transition purposes. Refer 16-year-olds to Chapter 51 boards if appropriate. Involve regular (vocational and academic) and support staff in IEP development program implementation. Secure appropriate community agency staff, postsecondary education staff, and employer participation and commitments at IEP meeting. Completely update IEP and record achievement of objectives prior to student's exit. Provide the support for the student to hold a job upon exiting school. Provide the support for the student to be enrolled in postsecondary education/ training upon exiting school. Provide support for the student to have an independent lifestyle or imminent plan upon exiting school.		Provide information to agencies involved in follow-up studies.

Parents' and Students' Roles and Responsibilities in Transition

Parental and student involvement in transition planning is not only vital to the success of the student's program, it is required by law. The only way to practically base a student's transition services on his/her "preferences" is to include his/her participation at the IEP meeting.

> The role of the parent is to assist the child in becoming as independent as possible, and to begin thinking about life after high school. Parents must also be informed consumers of education and community services.

It is often said that parents and family members are the most important elements in the transition process because they are the only people to have continuous and stable contact with the student throughout the entire transition process. However, it is not fair to pass the entire responsibility for coordinating transition efforts to parents and family members who may already be exhausted from 15 or more years of advocating for services. Parents can and should be actively involved in planning long-term goals for their adolescent offspring. Assistance with transportation, self-care skills and intimate knowledge of their child's interests and needs are of crucial importance in early transition planning as well as long-term transition implementation.

Parents Roles in the Transition Process

Prepare for a Successful IEP Meeting

Under the Individuals with Disabilities Education Act (IDEA), parents are designated as important IEP participants. There is, however, "homework" you should do on your child's behalf. It may not be possible to follow all the suggestions listed, but it's important to attempt as many as you can so you'll be a knowledgeable member of the IEP team.

- ➜ TALK TO YOUR CHILD - Know what's working with him/her in school. Ask if there is something he/she would like to do better.
- ➜ VISIT YOUR CHILD'S CLASSROOM - Make an appointment to visit your child in school. Try to observe him/her in more than one subject area.

- ➜ REVIEW YOUR CHILD'S RECORDS - The records that are available for review will be previous report cards, teacher notes, some of your child's written work, standardized tests, attendance records, previous IEPs, previous M-team reports and behavioral records. You are entitled to review all the records kept on your child and have them interpreted by a qualified professional.

- ➜ PREPARE A LIST OF YOUR CHILD'S STRENGTHS AND WEAKNESSES - Include such items as the following: hobbies, behavior at home, relationship with family and friends and any difficulties you may have noticed.

- ➜ WRITE DOWN SOME GOALS YOU'D LIKE TO SEE YOUR CHILD ACHIEVE IN THE COMING YEAR - Consider what was successful in the previous year. Remember to set goals for self-help and social and emotional areas, as well as academics and vocational/career goals for transition.

- ➜ REVIEW YOUR GOALS WITH THOSE ON YOUR COPY OF THE PREVIOUS IEP - Be sure all goals are necessary for an "appropriate" education as required by law. Put the goals in priority order. Prepare questions to raise at the IEP discussion.

- ➜ DECIDE HOW OFTEN YOU NEED PROGRESS REPORTS - Under the IDEA Amendments, these reports are required at least as often as those sent to parents of non-disabled children. If you need bi-monthly feedback, state that request.

- ➜ BE PREPARED TO SUPPORT YOUR IDEAS AND REQUESTS - Bring any recent evaluations or medical information with you. Bring examples of the work your child has done. Be prepared to negotiate as the team develops the IEP.

- ➜ DISCUSS YOUR GOALS WITH YOUR CHILD AND ASK WHAT GOALS HE/SHE HAS FOR HIM/HERSELF. PREPARE HIM/HER FOR ATTENDING AND PARTICIPATING AT THE IEP MEETING - This discussion becomes the groundwork for your child's commitment to his/her program. You're helping your child learn how to self-advocate.

- ➜ CHECK WHO WILL BE ATTENDING YOUR CHILD'S IEP MEETING - Your notice of the meeting will include a list of people and their titles. It should include community agency staff if they are or will be responsible for providing or paying for transition services for your child. It may helpful for parents to bring "another pair of ears" to help them listen at the meeting. This person must be knowledgeable about your child or have expertise about his/her disability. If you plan to bring someone with you, let the school know ahead of time.

→ FIND OUT HOW MUCH TIME HAS BEEN SCHEDULED FOR YOUR MEETING - If you think you'll be rushed, request additional time, or ask that the IEP meeting be reconvened to complete the discussion and plans.

→ FOR A FIRST TIME IEP MEETING, TALK TO OTHER PARENTS - Local parent support groups, disability organizations and state Parent Information/Training Centers will provide this kind of resource. (PEP, FACETS)

→ SUGGESTIONS FOR AN EFFECTIVE MEETING -
- ♦ Organize your materials.
- ♦ Write down your questions and suggestions.
- ♦ Request introductions at the beginning of the meeting if they haven't been made.
- ♦ Know what you want to say; practice saying it.
- ♦ Be positive and assertive but not antagonistic.
- ♦ Thank the participants.

→ MAINTAIN AN ONGOING FILE OF YOUR CHILD'S RECORDS AND YOUR COMMUNICATION WITH THE SCHOOL.

(Adapted from a Newsbrief by the Learning DisabilityAssociation of America, 1997)

Support Transition Planning and Understand the Resources Available-

→ Make sure that vocational training is part of your child's IEP.

→ Actively support teachers' efforts to provide job training in a variety of jobs in community-based sites.

→ Know what training programs and employment options are available for the child throughout his or her school years and after graduation.

→ Familiarize themselves with the adult service system and see that the school, rehabilitation agency and the county human services agency are coordinating services and have assigned individuals as counselors and case managers before their child graduates.

- ➜ Gather information about issues such as guardianship, sex education and responsibility, and driving.
- ➜ Insist that the IEP specifies employment training and job placement under designated individuals three to five years prior to their child's graduation.
- ➜ Be informed about ongoing innovative employment programs around the country.
- ➜ Parents should initially state what they expect to achieve during the IEP meeting. They might also include information that educators may not know about such as programs the student has participated in outside of school; what self-help and social skills the student demonstrates at home; communication style between student, parents and acquaintances; and strengths and weaknesses they have observed.
- ➜ Prior to the IEP meeting, parents should request explanations about how goals and objectives are written as well as a sample IEP so they have a better idea about possible outcomes of the IEP meeting.
- ➜ Parents should request written information that fully explains their rights in the IEP process. These rights should also be explained at the beginning of the IEP meeting so all participants observe them during the meeting and afterwards. Parents may want to bring an advocate to these meetings. The advocate may be a friend or professional who can assist and support the parents during the meeting. The advocate must have knowledge or expertise about the child.
- ➜ Parents should bring a written statement to the IEP meeting of what they want the educators to know and what they expect from the meeting. Educators should also write a list of their goals and expectations so that parents can contribute to and follow the proceedings. The goals should be based on the long range plan, and the discussion should center on the student's long range needs. At the end of the meeting, compare goals and objectives from the IEP with the long range plan to see if they coincide.
- ➜ During the IEP meeting, parents should not be afraid to say that they do not understand what is occurring. Unfortunately, educators often use jargon or terms that are unfamiliar to parents. Many times goals and objectives are developed so quickly that parents are unable to comprehend their significance. Parents must be assertive and ask for clarification. When the meeting is over, parents should understand what has occurred. (West, et al., 1987)

Prepare Your Child for Transition to Adulthood

- ➜ Talk to your child about your job.
- ➜ Encourage your child to ask other people about their jobs.
- ➜ When you are out in your community, point out the jobs people are doing.

- ➜ Point out how school work is related to jobs.
- ➜ Give your child responsibilities for household chores.
- ➜ Set realistic goals for your child.
- ➜ Encourage your child's gradual independence in travel, self-care, behavior, money management and decision making.
- ➜ Build your child's self-esteem.
- ➜ Encourage your child's social integration.
- ➜ Provide your child with real community experiences.
- ➜ Encourage good grooming and good work habits.
- ➜ Foster the acceptance of criticism.

High school students in Minneapolis stated that parents should:

- ➜ Encourage your child to do things for him/herself and let her/him make decision.
- ➜ Be there and support your child when he/she is making decisions.
- ➜ Start your child young in taking responsibility.
- ➜ Give your child attention when s/he does things right as well as when s/he makes mistakes.

(See Appendix D for Parent Transition Questionnaires)

Students Roles in Transition

The student's role in transition planning is to express his/her opinions about his/her program, discuss his/her goals and interests and to be responsible in participating in the program that is designed to reach her/his goals. Children begin to learn responsibility and self advocacy at home and their school program must continue building on these skills. A group of high school students in Minneapolis developed a videotape for other students and teachers on the topic of self advocacy. The following list includes their recommendations to students.

- ➜ Find out what you need to do for yourself.
- ➜ Make your own decisions and stand up for what you believe.
- ➜ Ask for help with problems you might have.
- ➜ At your IEP meeting be honest about your goals and what you'd like to accomplish in school.
- ➜ Realize that the IEP is for you and speak up for yourself.
- ➜ Talk with professionals as a partner.
- ➜ Watch the way people work together.
- ➜ See how needs get matched to services.
- ➜ Make choices that affect future events.
- ➜ Learn to explain your disability.

- ➜ Get involved with school or your job or leisure activities.
- ➜ If you have a question about something, ask it. Don't hold back.
- ➜ Set your own goals and speak up about them.
- ➜ Realize that after high school you'll hit the real world and no one is going to baby you there.

Teachers Roles in Transition (including students' recommendations)

- ➜ Understand that students have a hard time speaking up for themselves. Go easy on them at first and make it comfortable for them.
- ➜ Always have two ways of doing things so a students with learning disabilities can understand it.
- ➜ Ask students what they need help in.
- ➜ Push, but don't be annoying...offer help.
- ➜ Start us out young taking responsibility. By 11th or 12th grade it's too late. Students can make alot of bad decisions by then.
- ➜ Be patient. Let kids know it's OK to ask questions.

Instruction in school needs to be directed toward independent community living and employment as well as post-secondary education. It should also include teaching students how to make decisions. Training for decision-making may include topics such as:

- ➜ When and how to contact the doctor.
- ➜ When and whom to ask for help with finances.
- ➜ What to do when something needs repair.
- ➜ How to handle bullies and others who might cause trouble.
- ➜ How and when to say "NO."
- ➜ How to deal with sarcasm.
- ➜ How to deal with sexuality and love.

Many students with disabilities are quite content to let parents, teachers and others speak for them. It is sometimes necessary to teach students how to speak for themselves. This, too, can be a part of the student's IEP. Instruction may include:

- ➜ How to overcome the fear of speaking up.
- ➜ What words to say when something is wrong.
- ➜ Avoiding angry behavior such as yelling.
- ➜ Looking at the other person when talking.
- ➜ Communicating so that people understand.
- ➜ Telling people about the disability.
- ➜ Telling people what kind of assistance is needed.

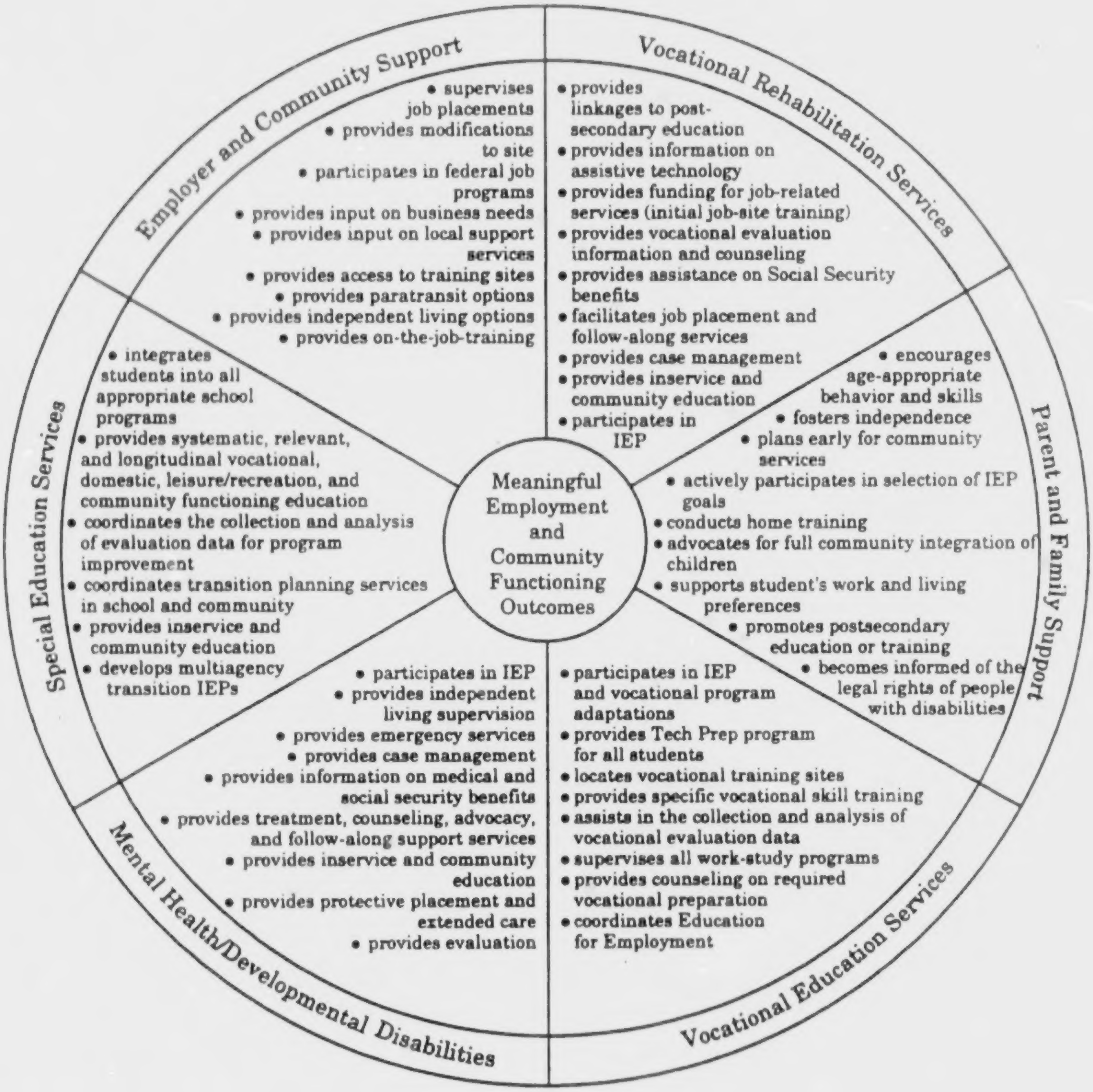
Role of Adult Service Agencies

The role of the adult service agencies is to provide information about options, and to work with the school and the parents to insure the availability and coordination of services for students as they leave the school system. IDEAs transition process holds school districts responsible to initiate multi-agency transition linkages and coordination through the IEP Team prior to school exit by

> "inviting a representative of any other agency that is likely to be responsible for providing or paying for transition services" and if they do not attend, the district must "take other steps to obtain the participation of the other agency in the planning of any transition services."

The intent of this regulation is "to address shared financial and planning responsibilities for providing transition services" (O'Leary, E., 1992) among community agencies and to insure that one agency (school) functions as the case manager for the initiation of transition services. Thus, the IEP should be including present and future commitments of services and/or funding by participating agencies. The earlier this planning occurs, the less duplication of services will occur, the earlier the services will be provided, and hopefully, the better the post-school outcomes will be for the students. The following chart shows recommended roles of various agencies and community services to assist the student toward full community participation.

Defining Roles and Responsibilities for Transition Service Delivery



Employer and Community Support

- supervises job placements
- provides modifications to site
- participates in federal job programs
- provides input on business needs
- provides input on local support services
- provides access to training sites
- provides paratransit options
- provides independent living options
- provides on-the-job-training

Vocational Rehabilitation Services

- provides linkages to post-secondary education
- provides information on assistive technology
- provides funding for job-related services (initial job-site training)
- provides vocational evaluation information and counseling
- provides assistance on Social Security benefits
- facilitates job placement and follow-along services
- provides case management
- provides inservice and community education
- participates in IEP

Parent and Family Support

- encourages age-appropriate behavior and skills
- fosters independence
- plans early for community services
- actively participates in selection of IEP goals
- conducts home training
- advocates for full community integration of children
- supports student's work and living preferences
- promotes postsecondary education or training
- becomes informed of the legal rights of people with disabilities

Vocational Education Services

- participates in IEP and vocational program adaptations
- provides Tech Prep program for all students
- locates vocational training sites
- provides specific vocational skill training
- assists in the collection and analysis of vocational evaluation data
- supervises all work-study programs
- provides counseling on required vocational preparation
- coordinates Education for Employment

Mental Health/Developmental Disabilities

- participates in IEP
- provides independent living supervision
- provides emergency services
- provides case management
- provides information on medical and social security benefits
- provides treatment, counseling, advocacy, and follow-along support services
- provides inservice and community education
- provides protective placement and extended care
- provides evaluation

Special Education Services

- integrates students into all appropriate school programs
- provides systematic, relevant, and longitudinal vocational, domestic, leisure/recreation, and community functioning education
- coordinates the collection and analysis of evaluation data for program improvement
- coordinates transition planning services in school and community
- provides inservice and community education
- develops multiagency transition IEPs

Source: Project TIE, Virginia Commonwealth University, Richmond, VA

Role of the School in Providing Transition Services

Unlike all other public services and programs, free public education is a right to all children. The philosophy of transition services as mandated by IDEA is based upon interdisciplinary and interagency collaboration and cooperation which promotes quality applied education for students with disabilities which will enable them to be successful in post-secondary education, integrated employment and independent living. Under IDEA, the school district is the agency responsible for initiating the multi-agency linkages and multi-disciplinary collaboration for transition services through the IEP process. The following responsibilities of the school system are necessary to provide comprehensive transition services to students with disabilities:

- Special education
- District and community staff training on transition, staff and agency roles
- Instructional support in regular and vocational programs
- Transition planning in the IEP at the latest by age 14 when discussing high school courses; and at the latest by age 16 when discussing all other areas of transition needs.
- Advocacy and support for students and parents throughout the transition process
- Coordination of all school instructional, related service and support staff through the IEP
- Location and monitoring of community experiences and employment opportunities for students
- Provision and coordination of transportation for students to community experiences and integrated employment sites
- Assistance in the communication between parents and adult service providers
- Providing training to students and parents on self-advocacy
- Vocational evaluation
- K-12 career education
- Relevant vocational education
- Facilitation of extra-curricular activity participation
- Community-based experiences
- Social skills instruction
- Recreation skills instruction
- Community living skills instruction
- Domestic skills instruction
- College, and vocational school application assistance
- Job finding
- Job placement
- Employment counseling
- Work/study programming

→ Post-secondary follow-up and program evaluation
→ Related Services if necessary (Transportation, Audiology, Psychological Services, Counseling, Physical therapy, Occupational therapy, Recreation, Assessment of disabilities, Medical evaluation, Social work, Rehabilitation counseling, Speech-language pathology, Orientation and Mobility, School nursing services)
→ Assistive technology assessment and devices if necessary.

The guidance counselors and career education specialists within the school district play a pivotal role in preparing and assisting students with disabilities for post secondary career and educational opportunities. The following listing are excerpts from three research articles on the role of the counselor with youth with disabilities. Without exception, every listed counselor activity is a component of transition programming.

Roles of High School Counselors with Youth with Disabilities

Delivering to individual students the services necessary to meet their academic, personal, and career needs - which include transitioning into postsecondary settings such as higher education, independent living and work.

Student's Needs

- Students technically have access to information but, they have no assistance either in integrating that information regarding the nature of their disability, or in taking a critical look at post secondary options for their best interests.
- Most students get only "piecemeal" transition and career information.
- Nationally, thirty six percent (36.1%) of students with learning disabilities; fifty five (54.8%) of students with serious emotional disturbance; and nearly thirty four percent (33.6%) of students with cognitive disabilities do not complete high school.
- In a sample of 900 school leavers with disabilities in Wisconsin in 1996, 73% graduated, 27% went on to post-secondary education, 49% were employed, 17% were unemployed, 20% were living the community and 67% were living at home.
- In a sample of youth with disabilities in Wisconsin in 1996, guidance counselors attended 2% of students with CD's IEP meetings; 10% of students with Low Incidence disabilities; 18% of Students with Emotional Disturbance and: 20% of students with Learning Disabilities.
- Almost no IEPs in the Wisconsin sample contained participation from community agencies.

Providing counseling services for post-secondary education planning, counselors must:

- be aware of college training as an appropriate postsecondary option;
- provide activities to meet graduation requirements;

- assist students with disabilities in developing study skills needed for success in college;
- consult with vocational rehabilitation agencies regarding evaluation of needs and as a potential source for financial assistance for the student;
- assist with college choice and application related services;
- assist with technical school options;
- link the student to community based educational opportunities;
- assist students in activities such as resume writing, and completing financial aid applications;
- prepare documented proof of the disability prior to graduation;
- advise the students to maintain their school records and give permission for the school to do so;
- assist in the arrangement for special testing conditions on college entry exams;
- and serve as a liaison between the college, the parents, and the student.

Providing counseling services for students' personal needs the counselor must:

- case manage;
- provide advocacy and counsel the student in self-advocacy;
- link the student to support networks;
- provide inter-agency coordination;
- develop specific intervention plans, and modified strategies for developing self-awareness and decision-making competencies;
- link the student to DVR services;
- link the student to Health Services Information;
- Network internally and with community agencies;
- inform students and parents on their rights;
- work with parents as the most neutral and least threatening of school staff;
- counsel in the area of adjustment to a job situation;
- assist parents and siblings of children with disabilities in the acceptance of the disability, eliminating misunderstandings regarding the disability, and fostering adequate career development;
- assist the student to consider his/her disability in the context of the decisions she/he is making;
- assist in leisure and recreation linkages.

Providing counseling services for students' career needs the Counselor must:

- consult with other educators concerning the development of self-awareness and decision-making competencies in students with disabilities;
- consult with parents concerning the career development of their children;

- work with students with disabilities in the selection of training opportunities and the selection of job possibilities;
- match occupations and training to a student s interests and needs;
- provide job placement & follow-along;
- provide extensive and continuous career development guidance;
- provide community and adult service agencies links;
- conduct community surveys and job location;
- provide interagency cooperation and linkages;
- assist in resume writing and job-seeking;
- assist in developing interpersonal communication and social skills in the transitioning learner;
- provide job analysis and job matching;
- provide person centered futures planning;
- provide access to and training in occupational references and data bases;
- assist with transition evaluation and planning (IEP Team);
- conduct and interpret (or arrange for) career and vocational evaluations;
- research and provide information on non-traditional occupations;
- assist in obtaining transportation & mobility services;
- provide on-the-job adjustment counseling;
- assist students with disabilities in obtaining and using assistive technology that will allow a wide variety of career choices.

Providing counseling for students' academic needs the counselor must:

- Make sure the student has proper accommodations;
- provide drop-out prevention services;
- assist the student in obtaining integrated academic & functional curricula;
- provide in-depth information on evaluation results and interpret them to improve student programming;
- schedule the student based on his/her IEP requirements;
- consult with teachers on academic needs and progress;
- inform all staff of state graduation requirements which allow the IEP to design the student's graduation plan.

Process for delivering career/guidance services to youth with disabilities

- Transition planning is mandated by the IDEA and implemented through the IEP which one study confirmed is the logical and viable mechanism for collaboration.
- Special education teachers are in the best position to initiate contact with the counselor to discuss the status of specific students regarding the impact of their disability on transition needs.

- The interdisciplinary team approach is crucial because counseling and case management responsibilities require a high level of collaborative teaming, problem solving, and service integration even to support the development of one individual with disabilities.
- Professional Collaboration - increased collaborative teaming
- Cooperative Problem Solving
- Cross-training for Professionals
- increasing parent and community awareness of the transition process
- increasing communication and linkages among professionals, between school and community agencies, between parents and colleges, and between school and home
- participating in political processes necessary to insure continued and sufficient development and allocation of resources to support these efforts
- coordinating counseling activities with other school and community resources and agencies serving special population groups
- developing and using community resources, particularly for referral purposes
- coordinating contacts between special education teachers and regular education teachers.

(*Counselor information from - Conversations with Learning Disabilities Teachers and School Counselors: Working As Partners.* Synnove Heggoy and Dale Grant, Georgia Southern University, March, 1995.
Counselors and Educators Working Together to Improve Transition of Students with Disabilities in Rural Areas. Billie Friedland, West Virginia University, 1996.
School Counselor Preparation Towards Working with Students with Disabilities. Benita West, Ohio University, July, 1992.)

How can parents tell if the transition IEP is good? It is very important that you evaluate the transition IEP carefully, every time it is reviewed. You must be informed of your child's progress toward accomplishing the annual IEP goals at least as often as parents of non-disabled students are informed of their chid's progress (i.e., quarterly report cards, teacher conferences). IEPs have to be reviewed and revised at least once a year. The IEP review meeting is the parents' and the child's chance to:

→ Make sure that goals from last year's IEP were met.
→ Discuss new concerns.
→ Decide what evaluations might be needed.
→ Talk about what kinds of assistive technology might help.

After it's all over, think it over.

It is often wise to take a copy of the IEP home so that you can think about the plan, and discuss it with the family. This may mean another

IEP meeting to bring the plan to its final form. It depends on the individual situation.

Here are some points to consider when thinking over the IEP meeting:

- ➜ Everyone who was supposed to be at the meeting was there.
- ➜ You and your child have an overall good feeling about the meeting and the plan.
- ➜ Your child has had evaluations for transition planning.
- ➜ You and your child understand all of the goals and why each goal is important.
- ➜ You and your child know when each event on the IEP is going to take place.
- ➜ You and your child had a chance to express your dreams and concerns, and they were taken into account in the planning.
- ➜ Each IEP goal takes your child closer to independence.
- ➜ Each activity takes place in its natural environment.
- ➜ There is someone responsible for the overall plan, and you know that person's name and phone number.

PLANNING TOGETHER WITH COMMUNITY AGENCIES, PROGRAMS AND SCHOOLS

Post-Secondary Education and Training

School after high school is a choice preferred by many young adults between ages 18 and 22. This is a time of transition to independence for all students. Students with disabilities have the right of access to these programs just as their non-disabled peers. Right of access does not mean entitlement, like Free and Appropriate Public Education (FAPE). Right of access means getting in the door to try. The IEP Team is responsible to establish the linkage to post-secondary education prior to the student exiting high school. This means that not only must the Team make sure the student takes the prerequisite courses, it must also invite a college representative to the IEP meeting if appropriate. If the student will be needing any kind of assistance, adaptations or accommodations in post-secondary education, those plans must be made through the IEP meeting.

High School Vocational Education

Students with disabilities have the same opportunities for vocational education as non-disabled students.

Students with disabilities who want to go to a post-secondary school must have the same chances to prepare for that step, just as students without disabilities do. The high school must make all services and choices available. Tech Prep (technical preparation programs), School-to-Work Programs, Co-Ops (co-operative vocational education programs) and Youth Apprenticeships are high school programs that prepare students for post-secondary vocational education and /or employment, and are open to all students. In addition, some schools and all areas of the state have, for students who qualify, Job Training Partnership Act (JTPA) programs that provide training in employment skills. (See Appendix E) The IEP Team determines what vocational programming the student will receive that is appropriate to his/her interests and needs. The programs can be modified and adapted to meet the needs of students with disabilities. These modifications must be done in the IEP. They may include:

- ➜ Curriculum changes to allow a student with cognitive or learning disabilities to participate.
- ➜ Time modifications so that a student with physical disabilities can complete tasks at his/her own speed.
- ➜ Test modifications that evaluate the learning rather than the effects of the disabilities.
- ➜ Performance modifications, including assistive technology when needed.
- ➜ Facilities or building modifications where needed.

College or University Planning

If your child is thinking about a university or 4-year college, or the college parallel program at the technical college, remember that:

- ➜ A high school diploma and college prep courses are usually required.
- ➜ Admissions requirements may include a certain grade average or college entrance tests.
- ➜ Universities and colleges are expensive, but financial help is available.

Guidance counselors in high school can help students find the right college and financial assistance. Universities and colleges must make modifications and adaptations for any student with disabilities who meets the entrance requirements. Preparations for college should be included in the IEP.

When a college entrance exam such as the Scholastic Aptitude Test (SAT) or American College Testing Assessment (ACT) is required, needed modifications can include large type, help with writing or marking answers, cassette recorders or readers. Arrangements must be made ahead of time. The SAT notes on the student record if the test was taken under special conditions. The ACT does not. To find out more, contact:

ATP: Services for
Handicapped Students
CN6602
Princeton, NJ 08541
(609) 734-3867

The ACT Assessment
"Special Testing Guide"
Test Administration
P. O. Box 168
Iowa City, IA 52243
(319) 337-1332

Vocational/Technical College

A one or two year program at the Wisconsin Technical College System (WTCS) or at a trade school may be your child's choice. These schools provide a wide variety of job training and the Wisconsin Technical College System has articulated courses with the local high schools which can assist your child in preparing for a career while still in high school. In addition, all WTCS districts have a transition specialist whose express responsibility is to assist students with disabilities to transition to the technical college.

Planning for Post-Secondary Education Learning Aids and Resources

Assistive learning technology for people with disabilities continues to grow and improve. The amount of computer gadgetry is growing so fast, it is really not possible to list it all. While school districts are responsible for evaluating the need for and providing assistive technology while a student with disabilities is in school, the Division of Vocational Rehabilitation and its WisTech project can evaluate a person's assistive technology needs, suggest appropriate devices, and help people get what they need in order to function effectively in job training or on the job, after school. Often, a person can borrow a device from WisTech to try out before buying it. Additionally, the Wisconsin Technical College System has two campuses with an assistive technology lending library.

Types of technological assistance available. A more complete list is in Appendix A.

Other assistive devices may include tape recordings of books. Recordings for the Blind (RFB) has taped textbooks for people with visual, physical or perceptual handicaps. Tapes are loaned free to people who qualify. A person with a learning disability (LD) qualifies by applying to RFB (address below) and including a letter from a doctor or LD specialist describing the disability. The person is then given an identification number for ordering books. RFB has 63,000 books. If they do not have the one a person needs, they will tape it. The application and ordering of books, especially textbooks, can take several months. Students should register early for their classes and contact RFB well ahead of the time that their books will be needed.

Recordings for the Blind
20 Rosel Road
Princeton, NJ 08548
(609) 452-0606 or toll-free 1-800-221-4792

For people who have a hard time writing or listening, note-takers can be helpful. The teacher or the student can ask someone who is a good note-taker with neat writing to share class notes, or the note-taker may use carbon paper to make a copy of the notes.

Some students prefer to tape class lectures. Tapes are helpful because a student can listen at his/her own speed, and turn off the tape to make notes or locate something in a book.

Voice indexing is a way to index tapes so a student can record titles and outlines for lectures and books that are already on tapes. Students can then quickly go over a lecture or a book. This study method is described in *Voice Indexing: A Programmed Text* by Gerald Jahada, Florida State University. You can get a cassette version from:

Elpro Associates
P. O. Box 3634
Langley Park, MD 20787

Taking tests is very difficult for some students with disabilities. If test-taking modifications are needed, the student should make the arrangements with teachers or the school's office for students with special needs. Test-taking modifications may include:

- ➜ allowing extra time to complete the test
- ➜ using a separate, quiet room to take the test

- ➜ having test questions read aloud or put on tape
- ➜ using a tape recorder to answer questions

Different learning methods are helpful when students find typical lecture, textbook reading and studying difficult. Most high schools and some college special services offer student training on how to study. Some study methods may include:

- ➜ learning to organize course information so that it can be seen
- ➜ diagramming or mapping information so that it can be seen
- ➜ using study partners effectively
- ➜ highlighting books and notes
- ➜ organizing learning materials for each class
- ➜ knowing when and how to ask for help in class

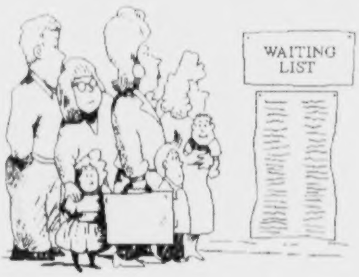
The Wisconsin Council on Developmental Disabilities has developed "Wisconsin Educational Opportunities Beyond High School: A Guide for All Students Including Those Needing Adaptations" which can be obtained from WCDD, 600 Williamson Street, P.O. Box 7851, Madison, WI 53707. A directory of Wisconsin colleges, universities and the Technical College System's special needs coordinators can be found in Appendix F.

Agency Connections

Once the parents and their child have their IEP goals in mind, it is time to begin thinking about which agencies will be most likely to fill various needs after high school. School districts must invite community agencies likely to be responsible for transition services to the IEP meeting prior to the child's school exit and make the agency referrals. However, parents or the student may also make their own referrals. Here are some descriptions of services available from community agencies.

The transition connection to adult life should be smooth. BUT -

BE AWARE
In most counties in Wisconsin
there are waiting lists for services.



You will want to become very familiar with service agencies and involve them early.

Public Agencies

Public agencies offer a wide variety of services.

Social Services
- Some housing needs
- Food stamps
- Welfare programs
- Foster care programs
- Medical Assistance
- Community Options Program (COP) eligibility

Human Services
- Housing options, such as supported apartments and group homes
- Connections to supported employment and other day services
- Connections to Community Integration Program (CIP)
- Mental health
- Drug and alcohol abuse services
- Developmental disabilities
- Case management

Parents must keep in mind that Free and Appropriate Public Education (FAPE) is an entitlement. Other agency services, including state services such as DVR, are limited.

That means your family member must meet eligibility and sometimes other requirements in order to receive services.

Social Security
  Supplemental Security Income (SSI)
  Social Security Disability Insurance (SSDI)
  Social Security eligibility as a survivor of a deceased parent
  Supplemental Security Income–Exceptional Needs (SSI-E)
  Plans to Achieve Self Support (PASS) programs

Division of Vocational Rehabilitation (DVR)
  Assistance with medical, psychological, and vocational evaluation
  Vocational counseling and guidance
  Job-seeking skills training
  Occupational equipment and supplies
  Transportation
  Consultation on the job site
  Technological aids, devices and support services
  Supported Employment

Independent Living Centers and WisTech
  Consultations on home modifications
  Driver education
  Assistive technology
  Training, inservice

Employment Services
  Funding through Job Training Partnership Act (JTPA)
  Job Service/Job Centers
  Division of Vocational Rehabilitation
  Job Opportunity and Basic Skills (JOBS) for AFDC recipients, especially pregnant teenagers
  Community Aids Employment-Related Services
  Carl Perkins Title IIC Post-Secondary Vocational Education
  Career Centers

Post-Secondary Education
  4-year colleges and universities- Higher Education Act
  Vocational/technical colleges - Pell Grants, Carl Perkins Title IIC

Appendix G lists public agencies and organizations in Wisconsin that provide services to people with disabilities.

Private Organizations

Private organizations offer support and services that fill some public service gaps.

The difference between private organizations and public agencies is in the way they are administered and funded. Private organizations are administered independently of public agencies and are not directly tax supported. However public funds may be paid to the organizations for the purchase of individual services and or tuition (federal loans to attend trade schools). Private organizations must get their funding from private sources, such as fund-raising events, membership fees, fees for activities, or United Way; and by applying for competitive state and federal grant opportunities.

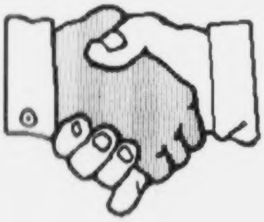
Public agencies and private organizations usually keep in close contact. Since they share clients, they often arrange services so that they work together.

BE AWARE

No agency may share confidential information without the parent's or adult client's written permission before the sharing.

Sometimes a public agency will contract for services or buy services from a private organization. In that case, the public agency pays the private organization for the service. A public agency does not always pay for services when it refers a client to a private organization.

Appendix H lists private organizations and agencies in Wisconsin that provide services to people with disabilities.



BE AWARE

Funding for county services is tight!!! It is critical that the Transition IEP includes needed adult services well before the person is ready to need them. There are waiting lists for most services.

Each county in Wisconsin has a way of delivering services to people with disabilities. If it is anticipated that the student with disabilities will need its services to provide transition programs, the county Human Services and Social Services agencies must be **notified by the school** and invited to the IEP meeting when an individual student is beginning the transition process (no later than age 16, or younger if appropriate). In addition, each school district must notify the county agency annually of students who are at least age 16, will be leaving school in 2 years and may need adult developmental disability services, mental health services or drug and alcohol services.

Long-term services from the county often begin with the county assigning a case manager. Since each county handles its services a little differently, it would be best for you to check with the agencies in your county to find out the particulars. Here are some things you should know and ask about.

Housing

Transition to the community includes living in the most independent manner possible. There is a range of community living arrangements, from lots of assistance and care to very little assistance. Most counties can assist families in locating appropriate housing for their adult family member with disabilities. Some of the possibilities are:

Housing options and programs can get complicated and your advocacy may be needed to develop services.

- ➜ foster care in a home which is licensed to provide care for a small number of people
- ➜ group home with a few residents and staffed around the clock to provide care
- ➜ supervised or supported living in an apartment, either alone or with roommates
- ➜ independent living with very little assistance
- ➜ respite care for adults with disabilities still living at home

Funding for housing is usually a major concern, since the person with disabilities is often on a very limited income. However, having a *low income* can open some possibilities.

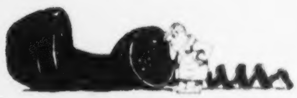
Local Housing and Redevelopment Authority (HRA) is a housing program for people with disabilities. The rules about who is eligible and how many apartments are available are different from place to place. You should ask your county about this option.

Section 8 Housing Program is rent subsidy open to people with disabilities. Each county has its own limit on how much money a person can make to qualify.

Section 8 Existing Housing is a housing subsidy that helps to pay the rent on any kind of housing that a person who qualifies can find in the private market. This could include an apartment, house, duplex, or mobile home that meets standards set by HRA. The person pays 30% of his/her income for rent. The rest of the rent is paid by the Department of Housing and Urban Development (HUD). You can apply for this program only at certain times. Call your local HRA to find out the dates. Ask your county for assistance or look in the Yellow Pages under Government Offices, Housing Information to find the number to call.

Section 8 New Construction pays some of the rent in certain apartment buildings for people who qualify. In some buildings all of the apartments may be subsidized. In other buildings only some of the apartments can be subsidized. You can apply to the building manager who can tell you who can be in the program, how many apartments there are, and how much the rent is. This kind of housing is barrier-free.

Section 236 provides a low-interest loan to owners of certain apartment buildings so they can charge lower rents. You should ask the building manager if the building can get the Section 236 subsidy. Anybody can be a part of this program. Rent is based on how much money a person makes.



BE AWARE

When modifications are needed in a home to make it accessible, call:

WisTech

See Appendix A, or call
1-800-642-7837.

Personal Care

Some people with disabilities need personal care or help with home care in order to live independently. Counties may help families arrange for personal care attendants or homemaker assistance. There are eligibility requirements for these services. You should check with the county to find out what they are.

- ➜ A personal care attendant assists with bathing, dressing, feeding, toileting, exercising, and giving medicines.

- ➜ Homemakers help with housekeeping jobs such as cleaning, shopping and laundry.

The amount and type of personal care a person will need should be part of the transition IEP. If there is a waiting list for assistants, your child's name should be added as soon as possible. The transition IEP should include "instruction" on how to live in the kind of housing appropriate for the person and how to work with the assistant.

Also, the student needs to be prepared to hire personal care attendants, and the student must learn how to communicate his or her needs to the attendants. These skills need to be included in the student's high school curriculum.

Transportation

For a person to be really independent in the community, he/she must be able to get around. County agencies can usually help people locate accessible transportation and transportation subsidies for people who qualify.

Driver education and assistance with getting adaptive equipment for automobiles so that a person with disabilities can drive are available through several sources, including:

- ➜ DVR, if the person is receiving DVR services
- ➜ Independent Living Centers
- ➜ WisTech

If the high school offers training, students with disabilities are eligible to participate. If the school offers driver training, but cannot accommodate the . . .

special driving needs

or the

special instruction needs

. . . of a student with disabilities, the school will need to obtain driver training through an agency that can provide the service.

There are many transportation choices, especially in urban areas. Rural areas may have more limited choices.

Sometimes counties can help a person make other transportation arrangements. These may include volunteer drivers or private organizations that provide transportation.

Don't forget the natural transportation supports of car pooling or riding with co-workers, neighbors or friends.

Future transportation needs for independent community living must be discussed and planned for in the transition IEP. If your child is not going to be able to drive, he or she will need to know how to use appropriate transportation. The high school should provide instruction in how to do this.

The federal law, Americans with Disabilities Act (ADA) of 1990, requires communities that have public transportation systems to provide accommodations for people with disabilities. The accommodation may be a para-transit system, such as a van with wheelchair lift equipment and a driver or attendant who will provide assistance.

Food Assistance

Many people with disabilities are eligible for food stamps or welfare payment. You should check with the county to see if your child can qualify when the time comes.

If a student is going to need food assistance for independent living in the future, this must be included in the transition IEP. The student needs to know how to select the food, how to pay for the food, and how to prepare the food. Other food assistance might be local food banks or prepared meals delivered to the person's home.

Other County Programs

Many counties provide vocational services, day services that may or may not be work-related, supported employment, and sheltered employment. You can check with your county to see what programs are available. A listing of county offices is provided in Appendix I.

Health Care

People with disabilities often have need of costly medical services. A plan for obtaining needed medical services should be made in the transition IEP.

Medical Assistance (MA) is available to many people with disabilities due to their income status.

Medical Assistance (MA) – Medicaid – Title 19
are all names for the same program.

Medical Assistance is federal money administered by the state under federal rules. Officially it is Title 19 of the Social Security Act.

To be eligible for MA, a person must qualify for one or more of these categories:

1. Be over 65 or blind or disabled and meet the rules for Supplemental Security Income (SSI);

   or

2. Used to get SSI, but no longer receive it due to earnings from work or Social Security increases;

   or

3. Be a low-income, single-parent family where parent does not have a job.

Some medical services covered by MA include:

physician's services
hospital services
nursing home and institutions
home health care
physical therapy, occupational therapy, speech therapy, and audiology services
outpatient treatment for alcohol and other drug abuse treatment
medications
medical supplies and equipment
dental and vision care for some low-income people
transportation to and from MA-covered services
family planning
rural health clinic services
laboratory and X-ray services
medical check-ups for people age 20 and under
chiropractor's services

Medicaid Home and Community-Based Waivers allow people in Wisconsin to use money that would ordinarily go to nursing home care to provide home care. This program includes services such as:

respite care
home modifications
case management
supportive home care
adult day care
adaptive equipment
and other services

This program allows for higher income in order to be eligible. It is necessary for you to check with the county to see if your child will qualify for this program.

For information on Medical Assistance
Call 1-800-362-3002 (toll-free voice and TDD)

Community Options Program (COP) is a state program to help children and adults, who would otherwise be institutionalized, remain in the community.

COP will provide:

- ➜ assessment to determine what services are needed to enable the person to live in the community
- ➜ a case plan describing services, including:
  - support services needed
  - who is to provide the services
  - sources of funding
- ➜ funding, after other sources of funding have been exhausted

COP assessment and case plan development are available to everyone, but there are income and asset requirements for COP funds.

COP and CIP are limited, but are still part of the choice.

BE AWARE
Most counties have substantial waiting lists for COP.
Many of these programs may change if and when new legislation is passed.

For more information on COP, contact your local county program or:

Bureau of Long-Term Support
Division of Supportive Living
Department of Health and Family Services
1 West Wilson Street
P. O. Box 7851
Madison, WI 53707-7851
(608) 267-7284

Community Integration Program (CIP) is designed for people with significant disabilities who, without CIP services, would have to live in an institution or out of their own homes. CIP provides assessment and services to assist them to live in or return to their home towns.

For more information on CIP, contact your local county program or:

Bureau of Developmental Disabilities Services
Division of Supportive Living
Department of Health and Family Services
P. O. Box 7851
Madison, WI 53707-7851
(608) 266-0805

> Assistance programs change their rules, fees, and services fairly often. You must learn all you can about the programs your child expects to use. Talk to others who use those programs, too.

Mental Health Services

Mental health services for both children and adults are provided through county human services. The kind and amount of services and where to go for services vary from county to county. Some counties with very small populations combine their efforts for mental health services with other county services.

People seeking mental health assistance are usually concerned about social or emotional problems that may be causing difficult behaviors. Many problems can be treated in outpatient programs. Crisis intervention is available for emergency situations. In case of crisis, hospital care is often provided.

As with the other services we have described, mental health services are also in very short supply and you and your child may have to be very assertive in order to access these services. Particularly if your child may be dangerous to him/herself or others, you may need to aggressively contact all county agencies until services are provided. Mental health problems do not magically cure themselves, and typically do not go away over time. Timely professional intervention and possible medication are necessary and quite effective for most disorders.

If your child has been in a school program for students with emotional disturbance, the IEP Team should almost routinely consider the linkage to and collaboration with the county mental health agency to insure ongoing assistance after the child leaves school. Of course, your adult child ultimately makes the decision on whether to use the services or not; but you and the professionals involved should clearly explain the benefits and effectiveness of continuing mental health services.

The Wisconsin Council on Developmental Disabilities has a resource to help with these complicated issues: "One Step Ahead: Resource Planning for People with Disabilities Who Rely on Supplemental Security Income & Medical Assistance."

Division of Vocational Rehabilitation

The school system continues to provide special education services according to the IEP while the student is in school. At or before age 16, school staff members are required to invite potential adult services providers to the IEP meeting if appropriate. It is at this time that a Division of Vocational Rehabilitation (DVR) counselor should be invited, if they haven't already become involved.

BE AWARE

No later than 1-1/2 years before the student is going to leave school, the student should be officially referred to DVR services if appropriate. Even if she/he is not "referred," a student with a disability interested in DVR services can fill out an application for services. This early involvement is to make sure eligible students have an IndividualizedPlan for Employment (IPE) in place prior to leaving school so there is no lapse in services. (The IPE is similar to the IEP.)

Unlike special education, which is an entitlement to students with disabilities, DVR only serves those individuals who are "eligible." The eligibility requirements for the two programs are different. It is possible to be eligible for DVR and *not* be a special education student—for example, students who are in wheel-chairs, but do not require special education. And it is also possible to be a special education student and *not* be eligible for DVR services, as in the case with someone who already is successful at holding a job. To be eligible for DVR services, a student must have a physical or mental impairment which results in a substantial impediment to employment. The individual also must require DVR services in order to become employed. When a student meets these criteria, DVR presumes the student can benefit from vocational rehabilitation services, no matter how severe the individual's disability is. There must be clear and convincing evidence that they cannot benefit.

DVR does not have resources to serve all the people who are eligible, so they are using a process called an "order of selection" which determines which eligible people will actually receive services. DVR's priority is to serve those with the most severe disabilities first. So once an individual is determined to be eligible, the counselor will review the person's functional limitations and determine if their functional disabilities are severe enough to receive services. If not, the individual will be informed that he or she is being placed in a "closed category" and that this status will be reviewed annually. If the functional assessment was correct and the student is not in a category that will receive services, it can be assumed that DVR will not be able to provide any services for the foreseeable future. In that case, the IEP Team and the student should make plans with other community services, unless the student's condition gets worse.

Once a student is accepted for services, the counselor will review information from the school and any other medical reports, etc., meeting with the student and his/her teachers and parents to develop an IPE. Sometimes additional assessments are done to determine the best plan of action, although generally the school has enough information. The IPE will describe the student's vocational objectives, the steps to get there, and who will be doing what. The IPE is prepared in coordination with the school and must include a summary of relevant elements of the IEP. The IPE should reflect the student's needs and objectives that were in the IEP.

DVR and school systems sometimes disagree over administrative and money matters. As a parent and consumer, you need to make sure that all services are described clearly on both the IEP and IPE. The name of the agency and title of the person responsible for each activity or service should be written next to each of the services documented.

DVR can provide a variety of services, and often purchases services through other agencies. Some services could be, but are not limited to, the following:

- vocational and personal adjustment counseling and guidance
- job-seeking skills (training)
- job-placement assistance
- occupational licenses, tools, equipment, and supplies
- training and education
- work adjustment services
- consultation in job-site modification
- physical restoration
- technological aids and devices
- specialized evaluations
- support services, including interpreters, note-taking, reader services, orientation and mobility, and rehabilitation engineering
- supported employment services

If you have questions about DVR services or the services being provided to your child, do not hesitate to call the District Director in the local DVR office in your area. (See Appendix J)

Social Security

Transition planning must include some consideration for how the adult with disability can get enough income to live independently and still pay for all necessary supports. Most will be employed to some extent, but the jobs may be only part-time and provide very minimal income. Other sources of income must be found. Government assistance through Social Security is one of the most common income sources for people with disabilities.

The Social Security Administration (SSA) is part of the federal government. Most people who are employed have Social Security deducted from their paychecks. The employee's deductions and a contribution from the employer goes to Social Security. When that person retires or becomes disabled and cannot work, he or she can begin drawing monthly benefit payments from Social Security. When a person who has paid into Social Security dies, the spouse and children can get the benefits.

To receive Social Security benefits, a person must:

1. have worked and paid into Social Security

or

2. be a surviving spouse, child, or dependent with disabilities.

When a person who has been employed and paid into Social Security can no longer work *due to retirement or old age,* the benefits are usually called Social Security.

When a person who has been employed and paid into Social Security can no longer work *due to disability,* the benefits are called Social Security Disability Insurance (SSDI).

Social Security, SSI, and SSDI are all different.

The Social Security Administration provides another payment plan for people who are blind or have other disabilities.

> Anyone who is judged to be disabled by the Disability Determination Bureau in Wisconsin and has limited income and resources can receive monthly payments regardless of age. The amount of these payments depends on the person's other resources.

This benefit plan is called Supplemental Security Income (SSI).

People often use SSI money to supplement wages or other income; however, it can be saved toward the goal of becoming self-supporting. This is called Plan for Achieving Self Support (PASS). The advantage of PASS is that the money earned does not affect SSI or SSDI. A person may save earnings under PASS while keeping other benefits. People must ask the Social Security Office about PASS, since it is not a very well-known program.

The savings may be used for:

- ➜ supplies to start a business
- ➜ tuition, fees, books, supplies for school or training
- ➜ supported employment services, including payments for a job coach
- ➜ attendant care or child care expenses
- ➜ equipment and tools to do the job
- ➜ transportation to and from work
- ➜ uniforms, special clothing and safety equipment

PASS can help. You must ask your Social Security Office.

The PASS must be written and approved by the Social Security Administration. The SSA office can assist with preparing a PASS.

The State of Wisconsin also has a payment system called:

Supplemental Security Income -
Exceptional Expense Supplement (SSI-E).

To be eligible for this payment, a person must have substantial, long- term support needs and must also be receiving the federal government's SSI payments.

For more information specific to the needs of your family member, contact your local Social Security Administration office. District and branch offices are listed in Appendix K.

FINANCIAL & SECURITY PLANNING

Financial and Security Planning

The most difficult and sometimes terrifying question parents confront during the transition process is:

What is ever to become of my child?

People are sometimes so afraid of this question that they avoid even thinking about it. ACTUALLY, thinking about this question and planning for it is the only way to cope with it.

The following pages contain information which may help to resolve this most important concern.

> It really boils down to this:
> That all life is interrelated.
> We are all caught in an
> inescapable network of mutuality,
> tied into a single
> garment of destiny.
> Whatever affects one directly,
> affects all indirectly.
>
> - Martin Luther King, Jr.

Abridged Version of
Estate & Guardianship Planning for Families With a Child With Disabilities

by

John A. Stocking, Esq.

(Reprinted with Permission from Author)

Social Security issues reviewed by
Ron Konkol, Social Security Administration

A substantial number of children and adults in our society have disabilities and are dependent. An estimated 3% of the population alone have cognitive disabilities. Other types of mental disabilities and a variety of other disabling conditions, including aging, result in a minimum of 8% of our population being unable to make responsible decisions on their own behalf.

Parents' Concerns and Goals

Families responsible for relatives with disabilities are concerned about planning during their lives so that after both parents are dead, there will be available for the person with a disability:

1. Loving care and quality of life, and
2. Financial security.

Need for Loving Care

Families understand that timely discussion with capable family members is the best answer to providing their disabled child's emotional and spiritual necessities and quality of life. Parents should nominate a guardian for their child with a disability in their wills. Parents should discuss guardianship responsibilities with nominated guardians. A letter of intent is also helpful. A letter of intent puts into writing many of the unique needs of the person with a disability.

Financial Security

However, very few families are able to afford the essential food, clothing, shelter and medical care that will be required by the person with a disability after both parents are dead. Parents of a child with a disability must make certain that they use every tax-saving method available during their lives. Parents also must make certain that they coordinate their transfer of assets at death so that the person with a disability will continue to receive all available governmental benefits.

CAUTION: Both state and federal legislation is currently in flux. It is therefore essential that you keep abreast of benefit changes by contacting the Social Security office and your County Human Services department when you are planning the financial future of your son or daughter.

Age of Majority

It is extremely important to remember that when children are under the age of eighteen, their parents' income is taken into regard in qualifying for SSI; but after age eighteen, only the child's personal assets are considered. A youth with a disability can apply for SSI three months before his/her eighteenth birthday.

How Can Parents Achieve Financial Security for Their Child with a Disability?

Parents of children with disabilities have traditionally been advised by lawyers and other estate planning and tax advisors to disinherit the child and treat that person as if he or she did not exist. Parents often reject this advice because they know that their child with a disability will be less able to cope financially than will their other children. Parents who do follow the old-fashioned advice to disinherit the child with a disability often leave his share of their estate to a trusted relative to hold for the benefit of that child with a disability. Why is it wrong to disinherit a child with a disability and transfer his or her assets to relatives to hold for the benefit of the person with a disability?

Transfer of assets for the person with a disability directly to loving relatives, even a brother or sister, is very unwise because that relative may die before the child with a disability dies, become disabled, be divorced, or experience financial or medical crises which could result in loss of all or part of the funds intended to pay for the child with a disability's needs.

Transfer to a guardian or conservator is also wrong because the property from your estate held by a guardian, conservator, or custodian is still considered to be an asset owned by the child with a disability and could disqualify him or her from receiving certain need-based cash and medical benefits. Cash assets in his/her own name valued in excess of $2,000 will disqualify the child with a disability from Supplemental Security Income (SSI) and Medical Assistance (MA). Medical Assistance will be crucial once you are dead and your child is no longer covered under your group health coverage.

Parents of a child with a disability can continue to include him/her in their estate planning and still retain the child with a disability's qualification for governmental or public benefits such as Medical Assistance and SSI by creating a special trust to hold the child with a disability's share of the parent's estate.

This Supplemental Trust permits the last parent to die to transfer all the rest of his or her estate, which is not put into trust for the person with a disability, to their healthy children who will need those funds for education, homes, business, etc. The healthy children may develop unspoken resentments if they must wait to receive their inheritance until after the death of their brother or sister with a disability.

How is the Supplemental Trust Created and What Are Its Important Terms?

The Supplemental Trust is usually established by the parents of the child with a disability. However, any concerned person can create the Supplemental Trust. Normally, no assets would be deposited into the Trust until both parents had died. The Trust will have its own tax number. A relatively short, written Trust Agreement spells out that the funds are to be used only after the public money such as SSI and Title 19 is exhausted. Basic essentials, such as food, clothing, shelter and medical care will be provided by the Federal and State governmental programs. The Trust supplements the public benefits.

The Supplemental Trust also serves as a Will for the child with a disability in that the Trust states who will receive the remaining Trust funds at the death of the child with a disability—typically the brothers and sisters of the child. In the usual case (assuming federal death taxes are not involved because the family's taxable assets are under $600,000 in value), the first parent to die transfers all of his or her property to the surviving parent. When that surviving parent dies, his or her Will transfers part of the estate to the Supplemental Trust for the benefit of the child with a disability. The rest of the estate goes to the parents' other children. Prior to the death of both parents, they will retain their property in their own names and either care for the child with a disability at home or arrange for residential care of the child with a disability outside of the family home.

Because the Trust clearly states that the disabled beneficiary never receives a "vested" or owner's interest in the Trust property, the child with a disability will not own cash assets of more than $2,000 and not be disqualified from receiving need-based governmental benefits such as SSI and Medicaid. The Trust language prevents all creditors of the child with a disability from seizing the assets during the child with a disability's life and after his or her death.

It is absolutely essential that an attorney who has specialized knowledge in this area of the law draft the Supplemental Trust. You may contact the Wisconsin Bar Association, (608) 257-4666, for a listing of attorneys specializing in this area of law .

How Much Value Should Ultimately Be Transferred to the Supplemental Trust?

It is difficult, due to inflation and other cost variables, to accurately predict the child with a disability's financial needs. If you want your disabled child to have $800 per month ($9,600 per year) over and above his governmental benefits, you will need approximately $120,000 in the Trust earning 8% per year. If you think your child's unique needs will require only $300 per month extra ($3,600 per year), then his/her Trust will need to hold $45,000 earning 8% per year.

The parents' wills include the language which transfers assets to the Supplemental Trust for the child with a disability. Parents' life insurance contracts can also name the Supplemental Trust as a beneficiary.

Who Should Serve as Trustees?

One of the most important decisions regarding the Supplemental Trust is who should serve as Co-Trustees. The Trustees should understand basic investment strategy. Normally, the funds will be invested in a combination of guaranteed, fixed-income investments and equity funds. If the child with a disability will need, say, $500 per month, approximately one year's supply of such liquid cash should be kept available in a money market account from which money can be withdrawn easily on a regular basis. If a substantial amount of money is involved, part of the assets may be invested in equities, say, a no-load or "low load" mutual fund which carries with it the right to transfer the assets from the mutual fund to a money market fund if the Trustees anticipate a broadly declining stock market. I strongly prefer using two or more people as Co-Trustees. Two heads are better than one in meeting the needs of the person with a disability. Corporate Trustees can also perform a valuable service if substantial assets are in the Supplemental Trust or if the individual Trustees need administrative support.

Can the Trust be Terminated if the Child with a Disability Improves?

A few individuals with disabilities may substantially improve over the course of their lives to the point where the Trust could be terminated and funds transferred outright. Discuss with the attorney the particular disability involved and, if there is a reasonable possibility of improvement, a clause regarding future independence should be added to the Trust.

Life Insurance, IRAs and Pension or Retirement Benefits' Contingent Beneficiary Designations

Life insurance death benefits, IRAs and pension death benefits should never be paid outright to a child with a disability. Such an unintended transfer of funds outright to a child with a disability disqualifies him or her from SSI and Medicaid health insurance. This can occur when a husband names his wife as primary beneficiary and the secondary beneficiary reads, "to my children equally". If the wife predeceases the husband, all the children, including the child with a disability, would receive equal outright distributions of cash. This outright distribution of cash to the child with a disability would usually exceed the net worth ($2,000 in 1993) limitation and disqualify the child with a disability from SSI and Medicaid benefits. Therefore, the child with a disability's share of the life insurance, retirement death benefits, and/or IRA accounts must be transferred to the Supplemental Trust, not directly to the child with a disability.

Grandparents' Transfers to the Grandchild with a Disability

It is extremely important that grandparents and all other relatives who might name the child with a disability as a beneficiary in their Wills or life insurance be informed that whatever transfer of property is made for the child with a disability should be made directly to the Supplemental Trust and *not* outright to the child with a disability. Any transfers of assets by grandparents to parents to hold in a custodian account in the name of the parent "for" the child with a disability are considered assets of the child with a disability and will accumulate to disqualify the child with a disability from valuable governmental benefits.

Governmental Benefits Available to Individuals with Disabilities

Be sure to contact the Social Security Administration, (800) 722-1213, for current benefits and income limitations.

Government benefits fall into two general categories:

1. Contract-Based
   The recipient qualifies through past contributions of the recipient or his parents regardless of income or estate size. Social Security and Medicare are the best examples of this type of governmental benefit which is earned and is a contract right regardless of your accumulated wealth. Your child with a disability will continue to receive these payments regardless of her/his assets or income.

2. Need-Based
   Supplemental Security Income (SSI) and Medical Assistance (Title 19) are extremely valuable need-based governmental benefits. The child with a disability must have less than $2,000 cash assets ("resources") and very limited "income," i.e. money used for food, clothing, or shelter.

Social Security

If a qualified parent of a child with a disability retires, is disabled or dies, the child with a disability may receive substantial benefits. Your child will have a right to these Social Security benefits, and the Supplemental Trust will not affect that right. It is impossible to accurately describe Social Security benefits in this limited space. Go to a local Social Security office (see Appendix K) and request information on the specific question that you have. If you do not understand the information received from the social security office, consult with a qualified attorney. (Contact the Wisconsin Bar Association for a listing of specialists - (608) 257-4666.)

SSI Requirements

"Disability" means physical or mental impairment which prevents a person from doing any substantial work if that disability is expected to last at least 12 months or result in death. Currently, by qualifying for SSI in Wisconsin, the person with a disability automatically qualifies for Medicaid. Medicaid is also known as Medical Assistance and Title 19.

Income Restrictions and Resource Limits for SSI

Due to the complicated and changing restrictions and limits on income and resources in order to qualify for SSI benefits, we cannot describe them satisfactorily in this booklet. However, we highly recommend the following publication which explains SSI, MA and trusts in detail.

One Step Ahead: Resource Planning for People with Disabilities Who Rely on Supplemental Security Income and Medical Assistance; Roy Froemming, Esq.; Wisconsin Coalition for Advocacy	
Available from: Wisconsin Council on Developmental Disabilities P.O. Box 7851, Madison, WI 53707-7851	$10.00
(608) 266-7826 * TTY (608) 266-6660 * FAX (608) 267-3906	

Guardianship

Guardianship does not insulate property held under Guardianship from seizure by the State to pay for services provided the person with a disability. Property in excess of $2,000 (1993) held in a Guardianship will also disqualify the person with a disability from receiving SSI payments and Medicaid. Guardianship is not, therefore, a good way to hold and protect the financial assets necessary to your child with a disability's economic future. Use the Supplemental Trust to hold the assets intended to provide supplemental benefits for the child with a disability. Use a legal guardianship of the person to guarantee that you or someone you trust absolutely has the right to speak for the child with a disability to assure the best available residential and educational opportunities and medical care. Use a guardianship of the person; avoid a guardianship of the estate.

Conclusion

A properly drafted Supplemental Trust will protect the child with a disability's share of the family estate against seizure by creditors—both private business creditors and governmental creditors. But, because the Trustees of the Supplemental Trust will not enjoy the legal standing to monitor living conditions for the child with a disability, I suggest that legal guardianship be obtained as well as a properly drafted Supplemental Trust document so that both the quality of living conditions and financial security can be provided for the people with disabilities who depend upon us.

Guardianship of Adults

What is a Guardian?

If your child with a disability is an adult and is incompetent to make the important decisions in his or her life regarding marriage, residence, medical care, finances, employment and contract purchases, you may wish to consider petitioning the Court in the County where your child lives to act as legal guardian for the child with a disability. I consider a legal guardianship absolutely essential if your adult child with a disability lives outside your home.

A Guardian is a person appointed by a Court to have the care, custody, and control of a child with a disability who is "substantially incapable of managing his property or caring for himself by reason of infirmity of aging, developmental disabilities, or other like incapacities." Physical disability without mental incapacity is not sufficient to establish incompetence. (See Wis. Stats. 880.)

Parents of a child with a disability who is under 18 normally do not need to become guardians of their minor child. As parents of a minor child, they have all the formal, legal authority available to them. At age 18 a person is assumed to be competent and no longer subject to his parents' or other person's authority.

Parents are not legal guardians of adult children with disabilities just because they are parents of that person. A statutory legal procedure must be followed to become a legal guardian. Guardianship will give you legal authority to make those critical decisions for the child with a disability. Everyone, no matter how serious his/her handicap, is presumed under the law to be competent to make these important decisions when s/he becomes an adult at age 18. The Court can create a full guardianship or a limited guardianship. If the child with a disability is competent to manage certain aspects of his life, the Court can create a limited guardianship where the Guardian's control is limited only to the parts of the person's life or property management that he is not capable of handling. The limited guardianship is consistent with the concept of "least restrictive alternative," which is an argument often used to reduce legal restrictions on people with disabilities.

It is very important that a legal guardianship will give the parent the right or "standing" to participate in resolving any differences that may develop between the child with a disability and the State if the child with a disability lives in even a partially State-funded residential facility. You will be able to be much more effective in making certain that your child is receiving appropriate care if you have a legal guardianship.

What Must a Court Decide Before a Guardian Can Be Appointed?

Before you can be appointed Guardian, the Court must find that the person with a disability is "incompetent" as defined above. In 1979 in the *Shaw* case 87 Wis. 2d 503, the Wisconsin Supreme Court discussed what incompetence means for purposes of a guardianship hearing. A person is "incompetent" if he or she lacks the capacity to evaluate personal quality of life alternatives and/or financial alternatives. If your dependent person has no money, you normally need not be named Guardian of his *estate*. But, you may still want to be named Guardian of his or her *person*.

Pros and Cons of Guardianship

A Guardian can protect the child with a disability from neglect or exploitation. A Guardian can also act as an advocate and protect or enforce the rights of the person with a disability.

But, the guardianship court procedures which result in a finding of incompetence may be painful for both the person with a disability and the family unless the Court hearing is handled sensitively. The dignity of the person with a disability must be preserved. A guardianship should be sought only if it is clearly for the benefit of the person with a disability and not because it is easier or more convenient for others to make decisions for him or her.

Factors to consider in deciding whether a guardianship is needed include:

1. Whether the person lives and works in a relatively isolated environment, is vulnerable to exploitation or whether he or she has an active system of family, friends, and support services.
2. Whether the person is aware of his or her limitations and will seek help when needed.
3. Whether the person is heavily dependent on medical, social or mental health services. If the person is not competent to consent to release of his records and there is no legal guardian, there may be no way to obtain and later to monitor the quality of the services for the person with a disability.
4. Whether the person is institutionalized and needs an outsider to review the quality of his or her care and the need for continued institutionalization.

Alternatives to Guardianship

Sometimes formal guardianship can be avoided through an active support system of family and friends to monitor personal care and financial resources. Alternatives to guardianship of the estate include:

1. Dual signature of checking accounts.
2. Durable Power of Attorney.
3. Conservatorship. A conservator has exactly the same powers as a Guardian of the estate, but the person with a disability is not found "incompetent" and can end the conservatorship at any time. A conservator only has authority over the ward's finances.
4. Representative payee to receive Social Security or SSI benefit.

However, if a person requires a Guardian due to incompetence, he or she will also usually qualify for SSI and Medicaid because s/he will be normally unemployable. He/she will lose these valuable benefits, however, if he/she has a net worth in cash-like liquid assets of over $2,000. A guardianship should not hold liquid, cash-like assets because such funds in a guardianship will be considered "resources" owned by and available to the person with a disability and, therefore, counted toward the $2,000 net worth which will disqualify him or her from SSI and Medicaid.

A parent can leave assets for the benefit of a person with a disability in a Trust drafted to avoid disqualifying the person with a disability from his SSI, Medicaid and other valuable public benefits. This Trust must not give the person with a disability any automatic or legally enforceable claim to the Trust assets. The Trustees must be limited in their use of the Trust property to supplement public benefits, not supersede or replace public benefits. This "supplemental" Trust must be drafted by an attorney completely familiar with these complicated rules.

Procedure for Appointment of Guardian

A Petition is filed in the Probate Court in the County where the person with a disability resides, normally by the person seeking to become Guardian. Parents can become Co-Guardians of their child with a disability.

An attorney called a "Guardian ad Litem" is appointed by the Court to interview the person with a disability and to report objectively to the Court. A hearing date is set and the closest family members are notified. "Interested persons" are those people who would inherit from the child with a disability if s/he had no Will at the time of her/his death. The person with a disability is served notice of the hearing personally. A medical doctor or psychologist must provide a written report on the mental condition of the person. The person has a right to an independent evaluation.

The person with a disability can contest the hearing and request a jury trial and an independent attorney. In a very high percentage of cases, there is no contest. At the Court hearing, the person with a disability should be present when evidence is introduced, unless it is harmful to him. A Guardian will be appointed if there is clear and convincing evidence that the person is substantially incapable of caring for himself/herself and/or his/her property. The cost of Guardian ad Litem for the person with a disability will be paid by the County of that person's residence if the person with a disability is indigent. The guardianship will last for the life of the person with a disability or until terminated by the Court.

Appointment of Guardian After Parents Die

Parents cannot absolutely control who will serve as Guardian for their minor children after the parents die. Parents can nominate a Guardian for their adult child in their Wills, but cannot absolutely control that appointment because the Court must decide who will best serve the interests of the person with a disability in the future when both parents have died and the Guardian is needed. The person you nominate now in your Will as future

Guardian of your adult child may not be the best guardian of your child's interests in ten, twenty, or thirty years when you and your spouse have died. You can, in the guardianship proceeding, have a standby Guardian appointed who will serve for the short term (usually four to six weeks) between the last parent's date of death and the proof of that parent's Will in probate, at which time the person nominated in the Will would be appointed by the Court.

A temporary Guardian may be appointed only in emergency situations and then only for up to sixty days. A temporary guardianship can be extended only once for up to an additional sixty days. A hearing is not necessary, but the person with a disability must be notified of the appointment and can challenge it.

Duties of the Guardian of the Person

The personal Guardian need not financially support the adult with disabilities under guardianship. The Guardian is not required to take the person into her/his home. The Guardian must act in the best interests of the person, using prudent judgment and care as an advocate in securing necessary care and services for that person with a disability. The Guardian must report annually to the Court regarding the person's condition and health and whether the least restrictive, most normal experiences and opportunities are being utilized in the best interest of the person with a disability. Support and services for the person with a disability should be provided in ordinary community surroundings, not isolated circumstances, whenever appropriate to the person's needs and abilities. Services should be delivered in ways that recognize the basic human dignity and unique individuality of each person.

A Guardian does not need special expertise, but does need common sense. Unless the Court orders that the person with a disability retains certain practical rights, a general finding of incompetence and a general guardianship will eliminate the person's ability to consent to marriage, purchase contracts, medical procedures, or residential placement. The person with a disability under guardianship would also lack the competence to vote or apply for licenses to drive or other State licenses.

The responsibility of a personal Guardian should be seen as far more than arranging for food and a warm place to live. A Guardian is responsible for seeking services that will help the person to grow to his or her fullest potential, and that will allow the person to live and work in the least restrictive environment possible.

Learn about sources of funding and appropriate services for the person. A Guardian is not responsible for *providing* care and services, but is responsible for knowing what is available to provide income, medical care, vocational services, etc., and for making sure that applications are filed and followed through on. Knowing what services are needed will mean consulting with the person, learning about the disability, and talking to professionals. Guardians should try to attend all staffings, and should learn to ask questions and seek more than one opinion. Guardians must do more than simply consent to treatment proposed by medical providers.

Know the circumstances and condition of the person. Although the statute does not specify a level of contact, a good guideline is that the Guardian should have some personal contact with the person at least every month, and a personal visit to where the person lives at least every three months. A Guardian who lives far away should arrange either to make visits or to find someone locally who can visit and report to the Guardian.

Act as an advocate for the person, not only in obtaining services, but also in assuring that his or her rights are defended. This means that the Guardian must learn about basic rights of people receiving services for disabilities and about specific rights for the person's residential setting or workplace.

Assure that the person's freedom is not more restricted than it needs to be. The person has a legal right to the least restrictive living and service environment consistent with his or her needs. In addition, a good Guardian will involve the person in all decisions and will try to give the person the opportunity to make choices on his or her own, so that the Guardian exercises the least possible control, and so that the person has an opportunity to learn responsible decision-making and, hopefully, can gain greater independence. This may involve allowing the person to take some risks, but a good Guardian must recognize his or her responsibility to help the person learn to be independent, as well as his or her responsibility to assure that the person has needed supports.

Remember that need for guardianship in some cases results from the fact that the person was never taught how to make choices and take responsibility. A good Guardian will try to give the person these opportunities, and will seriously reevaluate whether the guardianship is still needed.

Limitations on the Guardian

Even though a normal guardianship for a person who will never be able to live independently will eliminate that person's right to vote, marry, testify in Court, drive a car, contract for or give consent to certain medical procedures, there are other fundamental rights which cannot be taken away from him or her. These include the fundamental constitutional right to life, liberty, and the pursuit of happiness; the right to freedom of speech and religion; the right to association with persons of their own choosing; the right to due process of law; the right to the avoidance of cruel and unusual punishment; and the right to access to Courts. Guardians, for instance, cannot consent on behalf of the person with a disability to sterilization or abortion, or to any risky medical procedure that does not benefit the person with a disability (e.g. kidney donation) or to drastic procedures such as psychosurgery and electroconvulsive treatment. Clearly, a Guardian cannot vote for a person with a disability or consent to the marriage of the person with a disability or consent on behalf of the person with a disability to a long-term restrictive residential placement without a protective placement or commitment hearing and full notice. These functions are so basic to human beings and human dignity in our society that the Court does not allow anyone, including a Guardian, to exercise them on behalf of another person.

Conclusion

Guardianship can be a very helpful procedure for people to use in caring for their dependent person with a disability. However, it does not serve all situations or perform all functions, and like any other legal procedure, should be evaluated carefully before it is used.

Love, affection and financial resources are necessary to preserve the quality of life for disabled individuals after both parents have died. Legal guardianship is ideally suited to provide love and affection and the legal right to be heard regarding living conditions and other essential decisions affecting the child with a disability. However, guardianship of the *estate* of the child with a disability will often result in disqualification of the child with a disability for need-based governmental benefits and also result in claims by the State for past payment by the State on behalf of the child with a disability.

Contact the Wisconsin Department of Health and Family Services for a copy of the Decision-Making Guide on Guardianship.

Glossary of Terms and Acronyms

CAP	Client Assistance Program (p. 82, 125)
CIP	Community Integration Program (pp. 39, 47, 48)
COP	Community Options Program (pp. 39, 47 & 48)
DHFS	Department of Health and Family Services (pp. 48, 70, 125-127)
DVR	Division of Vocational Rehabilitation (pp. 40, 44, 50, 51, 143, 155)
Functional vocational evaluation	Process for gathering information about a person's vocational abilities, interests and needs in natural environments(pp. 8, 11, 12, 85, 155)
FAPE	Free and Appropriate Public Education (pp. 35, 39)
IDEA	Individuals With Disabilities Education Act (p. 7)
IEP	Individualized Education Program (pp. 3-5, 7, 8-13, 16, 17, 22, 25, 26, 28, 32, 35, 36, 39, 42, 44-46, 49, 50, 51, 155)
IPE	Individualized Plan for Employment (pp. 50, 51)
JTPA	Job Training Partnership Act (pp. 35, 40, 113)
MA	Medical Assistance (pp. 14, 39, 46, 47, 59, 63) Medicaid
Natural supports	People, objects, and events which naturally support people in their environments. (pp. 14, 15)

PASS	Plan to Achieve Self Support (pp. 40, 53)
Related Services	Services that a child with disabilities needs in order to benefit from special education (pp. 9, 29)
Self-advocacy	Expressing one's own needs, desires, concerns, and complaints, in order to bring about changes. (p. 24)
SSA	Social Security Administration (pp. 52, 53, 58, 62, 81, 147)
SSDI	Social Security Disability Insurance (pp. 40, 52, 53)
SSI	Supplemental Security Income (pp. 15, 40, 46, 52,59, 60, 63, 64, 67)
Supported Employment	Assistance from job coach, teacher, or attendant which enables a person with severe disabilities to be employed in the community (pp. 40, 45, 51, 53)
Title 19	Part of the Social Security Act; another name for Medicaid or Medical Assistance (p.46, 63)
TDD	Telephone Device for the Deaf (p. 78)
Work Adjustment Services	A work experience, job training, and evaluation program for people who are not competitively employed (p. 51)

The Book is Never Closed

As your child grows and transition needs change, you will need to continue learning, too. Use this book over and over again.

Read sections of the book you might have skipped over before.
Read again some sections that you have already read but may have forgotten.
Look up phone numbers for agencies in your area that you may call for information.

Now that you have gone a distance on the transition path with your child, think about sharing your experiences and expertise with other parents.

You can tell other parents how to get a copy of this book.
You can steer parents toward the most helpful people.
You can reassure anxious parents that they can make their child's transition successful.

APPENDIX

APPENDIX A - Assistive Technology Resources

Aids to learning help the student learn information or give a student alternative ways of functioning in the classroom. These may include:

interactive software
audio or video tape of written material
highlighting or outlining written material
enlarged print
talking calculators
specialized desks or tables
adapted computer keyboards

Computer access devices may help the student use an ordinary computer. These may be:

computer voices that talk for a person
head sticks, light pointers, touch windows
scanners
modems

Augmentative communication devices are electronic and non-electronic devices that help people communicate. These may be:

picture and letter boards
special computers
tape recorders

Personal care aids help people take care of themselves. These may be:

adapted eating utensils
lower sinks
button aids or Velcro

Socialization, recreation and leisure aids help people have fun with friends. These may be:

adapted rules or equipment in gym classes
computer games
draw-and-paint software
adapted bicycles
adapted ski equipment
radio-controlled toys
CB radios
crafts

Aids for vision and hearing. These may include:

- magnifiers
- braillers
- large screens
- hearing aids
- personal FM units
- self-propelled walkers
- TDDs (telephone devices for the deaf)
- visual alerting systems
- oral computers

Mobility aids may include:

- manual and electronic wheelchairs
- ultra lightweight sport wheelchairs
- 3-wheel and 4-wheel scooters
- 3-wheel bikes

Seating and positioning systems may include:

- cushions
- contour seats
- lumbar supports
- head supports

Prosthetic and orthopedic devices help people use arms and legs. These may include:

- artificial arms and legs
- splints and braces
- motorized limbs

Site modifications help people function in their homes and communities. These may include:

- ramps and lifts
- bathroom changes
- automatic door openers
- modified handles

Technology can be very expensive, although many modifications are not. In some cases, the cost of a needed device is far outside of the family budget. There is help. In fact, there are many sources of assistance for purchase, rental or borrowing of devices. A list of sources follow.

WisTech–Assistive Technology Contacts

Independence First
6222 West Capitol Drive
Milwaukee, WI 53216
(414) 438-5622
(414) 438-5627 (TDD)

Society's Assets, Inc.
1511 Washington Avenue
Racine, WI 53403
(414) 637-9128

Access To Independence
22 North Second Street
Madison, WI 53704
(608) 251-7575

Independent Living Program
Curative Workshop Rehabilitation
Center
P. O. Box 8027
Green Bay, WI 54308
(414) 468-1161

North Central Independent
Living Center
Suite 150
1200 Lakeview Drive
Wausau, WI 54401
(715) 848-4401

Center for Independent Living
Vocational Development Center
University of Wisconsin–Stout
Menomonie, WI 54751
(715) 232-1216

North Country Independent
Living Center
P. O. Box 1245
Superior, WI 54880
(715) 392-9118

Life Styles Division
2350 South Avenue
LaCrosse, WI 54601
(608) 788-2711

Department of Public Instructions' Assistive Technology Initiative

Dr. Penny Reed
P.O. Box 268
Amherst, WI 54406-0268
(715) 824-5081
FAX (715) 824-5323

CESA #7
595 Baeten Rd.
Green Bay WI 54304-5763
(920) 492-5960
FAX (920) 492-5965

Funding Options and Resources for Assistive Technology

Most needs for assistive technology fall into these categories:

Categories	Codes
Medical Necessity	MN
Employment/Vocational	EV
Education	Ed
Transportation	T
Independent Living	IL
Disability Specific	DS
Others	O

To use the following chart, 1) decide what the needs are; 2) locate the funding sources available to you; and 3) look through the list and see where to find those sources, using the category codes.

Funding Sources	Category Codes
Insurance	
Private Insurance	MN, IL
Worker's Compensation	MN, EV
Public Sources	
County Aging Units (often referred to as Office on Aging, Human Services, County Dept. of Health and Human Services, Dept. of Social Services)	MN, T, IL
Job Training Partnership Act (JTPA)	EV
Early Intervention/Birth-to-Three Program	MN, Ed, T, IL
Local School Districts	EV, Ed, IL
Wisconsin School for the Deaf	Ed, DS
Wisconsin School for the Blind	Ed, IL, DS

Bureau of Health Care Financing–Medicaid	MN, IL, O
Bureau of Health Care Financing–Medicaid–EPSDT-Health Check	MN, Ed, T, O
Medicare	MN
Wisconsin Technical College System	EV, Ed
Head Start	Ed
Family Support Program	MN, Ed, T, IL, O
Community-based Waiver Programs	MN, EV, T, IL, O
Projects with Industry	EV, Ed
Division of Vocational Rehabilitation–Title I	MN, EV, Ed, T, IL
Division of Vocational Rehabilitation–Supported Employment Program	MN, EV, Ed, T, IL
Division of Supportive Living–Bureau for Sensory Disabilities	EV, IL, DS, O
Division of Vocational Rehabilitation–Business Enterprise Program (Blind)	EV, Ed, DS
Department of Veterans Affairs–Veterans' Homes	MN, IL
Veterans Administration	MN, IL
Social Security Administration	EV, Ed, T
Katie Beckett	MN, T, IL
Wisconsin Housing & Economic Development Authority (housing grants)	IL
Internal Revenue Service (IRS) (tax deductions)	EV, IL
Independent Living Centers–HOME Program	IL
Americans with Disabilities Act	
Employers	EV, T
State and Local Governments	EV

Other Sources

The following agencies and programs offer assistance for specific needs:

Easter Seals
National Easter Seals Society Assistive Technology Services
National Easter Seals Society Technology-Related Loan Fund
Elks Crippled Children Corporation
Hear Now
IBM Discount Offering for Persons with Disabilities
Lions Club
Muscular Dystrophy Association
National Spinal Cord Injury Association
Pearl Vision Foundation
United Cerebral Palsy
Centers for Independent Living
(Grants Through Private Foundations)
Chrysler Corporation Physically Challenged Assistance Program
Ford Mobility Motoring Program
GM Mobility Program for the Physically Challenged
VW Mobility Access Program

In addition to those indicated above, many other sources of funding and information are available. In fact, you may find yourself temporarily confused by the number of options, or discouraged by regulations, eligibility requirements or waiting lists. Don't be. Remember—the entire purpose of these agencies is to help people in need. If one source is unable to help you, ask for a referral to a more appropriate source. The following organizations may provide assistance in the area of advocacy.

Advocacy Programs	Category Codes
Client Assistance Program	EV, IL
Center for Public Representation	MN
Wisconsin Council on Developmental Disabilities	MN, EV, Ed, T, IL, DS
Wisconsin Council on Children and Families	Ed, DS, MN
Wisconsin Coalition for Advocacy	Ed, DS
Centers for Independent Living	MN, EV, Ed, T, IL, O

A good starting point for funding and information sources, First Step, can be reached at 1-800-642-7837 or 1-800-282-1663 (TTY), or call your local WisTech office. First Step and WisTech can both introduce you to a variety of sources, and tell you what their criteria are and how you can contact them. For more information about the Assistive Technology Information Network and the services offered through WisTech, call 1-800-642-7837.

There is a wealth of information on disability issues on the Internet. The following are addresses of some home page sites which can link you to almost any topic or resource on disability in existence.

http://www.portal.com/%7Ecbntmkr/php.html
http://www.dpi.state.wi.us/dpi/dlsea/een/
http://www.freenet.msp.mn.us/ip/family/pacer/top.html
http://www.familyvillage.wisc.edu/
http://www.waisman.wisc.edu
http://www.waisman.wisc.edu/~rowley/SB_kids.htmlx
http://www.osc.edu/CSNP/
http://www.ed.gov/offices/OSERS/OSEP/links.html
http://www.ed.gov
http://www.fedworld.gov
http://www.primes6.rehab.uiuc.edu/pursuit/homepage.html
http://www.ed.uiuc.edu/coe/sped/tri/internetsites.html
http://www.aed.org/nichcy/index.html

FTP sites:

gopher://badger.state.wi.us:70/11/agencies/dpi/programs/excep
gopher://val-dor.cc.buffalo.edu/11/.naric/.abledata

Remember, Web sites are constantly changing and emerging so these addresses are accurate only at the time of this document's printing.

APPENDIX B.

FUNCTIONAL ASSESSMENT DATA GATHERING FORM

Student Name:	Date:
Address:	Phone:
City:	DOB:
Social Sec. #:	Age:
Work Permit?:	
Parent/Guardian:	Phone:
Address:	
Evaluator:	Phone:
Agency:	

Environments Where Data Was Gathered	Date

Reports/evaluation Used in Completing Assessment	Date

Siblings	Addresses

Family & Cultural Issues

Special Religious Practices:

Special Cultural Practices:

Family's Support of Individual's Work:

Family's Support of Independence-living:

Family's Support of Education & Training:

Role of Significant Others in Person's Life:

Current or Past Involvement with Support Services/Agencies

Agency:	Dates:
Service/Purpose:	Outcome:
Contact Person:	Phone:
Agency:	Dates:
Service/Purpose:	Outcome:
Contact Person:	Phone:
Agency:	Dates:
Service/Purpose:	Outcome:
Contact Person:	Phone:

Agency:	Dates:
Service/Purpose:	Outcome:
Contact Person:	Phone:

Agency:	Dates:
Service/Purpose:	Outcome:
Contact Person:	Phone:

Functional usage of academics (e.g., math, time telling, reading, money, expressive language, written language) Check if skill or problem. If problem, describe & list modifications.

LEARNING/COGNITION		
Skills	Problems	Adaptations/Interventions
☐Memory	☐:	
☐Money	☐:	
☐Spatial	☐:	
☐Time	☐:	
☐Writing	☐:	
☐Reading	☐:	
☐Math	☐:	
☐Visual Comprehension	☐:	
☐Organization	☐:	
☐Attentiveness	☐:	
☐Initiative	☐:	
☐Perseverance	☐:	
☐Distractibility	☐:	
☐Anxiety	☐:	
☐Sequencing	☐:	
☐Other(s)	☐:	

DAILY LIVING SKILLS INFORMATION

Skills	Problems	Adaptations/Interventions
☐Eating	☐:	
Preferences:		Dislikes:
☐Nutrition	☐:	
Diet Restrictions:		
☐Recreation	☐:	
Dislikes:		
Preferences:		
☐Sociability	☐:	
☐Hygiene	☐:	
☐Sexuality	☐:	
☐Housekeeping/Management	☐:	
☐Parenting	☐:	
☐Money Management	☐:	
☐Self-Advocacy	☐:	
☐Community Involvement	☐:	
☐Dressing/Clothing	☐:	
☐Health Care	☐:	
☐Food Preparation	☐:	
☐Agency Use	☐:	
☐Independence	☐:	

Following directions

How simple or complex do directions need to be in order for the student to follow them and complete work tasks (e.g., should directions be one step or three combined steps; written; verbal; signed; examples; pictures; etc).

Behavior

How does the student behave in various environments that are familiar and unfamiliar (i.e., is behavior appropriate)?

What effective support/intervention is provided to the individual when behavior is a problem?

If the student behaves inappropriately, is there an obvious cause, or is he/she communicating a preference, etc.?

Learning Style

Determine the learning modality strength of the individual (e.g., auditory, visual, tactile learner).

Does a concrete or abstract direction make sense to the person?

Can he/she recall skills used earlier (i.e., memory)?

Is the person able to use language receptively and/or expressively?

Individual Preferences

What type of tasks/activities does student like?
What type of tasks/activities does s/he dislike?
What career interests does s/he have?
Where does s/he want to live?
Does s/he want to attend post-secondary education? Where?

Individual strengths

Vocational experiences:
Academic skills:
Athletics:
Social skills:

Nature and intensity of supports needed in past

What type of placement option will the individual do best in (i.e., individual, group):

How much direct support will be necessary—initially, after two months, etc.

What type of support will be best (i.e., learning style, training techniques, etc.)

Work history

Employer	Type of Work	Problems/Successes/Adaptations	Dates

Job seeking skills:

Resume:

Work endurance/stamina

From observation of student in work setting, recommend how many hours the student will be able to work doing specific tasks.

Task	Hours	Accommodations

Work Related Skills

PRIORITIZED DESIRABLE WORKER CHARACTERISTICS [1]

Worker Characteristics	Demonstrates	Instructional Methods/ Adaptations Needed to Improve
1. Good attendance		
a. calls in absent only when ill		
b. calls worksite supervisor in advance of absence to allow staff substitutions		
c. not more than one absence per month		
2. Punctuality		
a. arrives at work early and is ready to work at assigned time		
b. takes breaks at assigned times and departs per schedule		
3. Acceptance of supervision		
a. changes behavior when requested		
b. respects the authority and decision-making role of supervisors		
c. pays attention		
d. resolves differences of opinion in a satisfactory manner		
e. participates in training programs		
f. requests clarification when necessary		
4. Ability to accept criticism gracefully & implement suggestions		
5. Ability to follow/retain verbal directions		
6. Ability to read/carry out simple written directions		
7. Cleans up after self		
8. Ability to attend to task until completed		
a. manages time effectively		
9. Ability to work independently once task is learned		
10. Awareness of safety precautions		
11. Respect of & ability to care for equipment		

Worker Characteristics	Demon-strates	Instructional Methods/ Adaptations Needed to Improve
12. Ability to adapt to new people/situations		
13. Ability to cooperate/get along		
a. participates in work-site social activities (birthday parties, breaks, etc.)		
b. assists co-working with tasks, shares responsibility		
c. shares in co-workers humor		
d. joins in after-work social activities (clubs, parties, bowling teams, etc.)		
14. Ability to measure		
15. Appropriate self-control/frustration management		
16. Ability to ask for assistance		
17. Ability to perform job adequately		
a. uses appropriate techniques		
b. completes all tasks		
18. Confidence in performing task/job		
19. Ability to maintain quality of work/correct own errors		
a. recognizes & analyzes problems with patience		
b. identifies early signs of problems		
c. consults with others, gathers information		
d. considers alternative solutions & their consequences		
20. Ability to maintain adequate productivity/pace		
21. Has realistic job goals		
22. Has knowledge/acceptance of rules		
a. understands employment conditions		
b. understands work schedule		
c. understands personnel procedures		

Worker Characteristics	Demon-strates	Instructional Methods/ Adaptations Needed to Improve
23. Flexibility for different types of jobs		
24. Willingness to work		
25. Has image of self as a worker, orientation toward work, interest in job		
26. Endurance/stamina		
27. Ability to communicate basic needs		
28. Initiative		
a. seeks additional work when tasks are completed		
b. practices skills/requests feedback		
c. inquires about job & related work		
29. Acceptance of responsibility		
a. has provided for child care		
b. keeps work records		
c. prepares, plans & organizes job tasks		
d. maintains physical & mental health		
30. Exhibits good grooming/appropriate personal hygiene		
31. Dresses appropriately		
32. Demonstrates helping behaviors/teamwork		
33. Takes pride in work		
34. Ability to exercise good judgement/problem solving skills		
a. manages personal problems outside work		
b. anticipates consequences of personal actions		
c. exhibits behavior appropriate to the job setting		
35. Willingness to learn		

[1] ADAPTED FROM "A COMPARISON BETWEEN THE PERCEPTIONS OF SPECIAL EDUCATORS AND EMPLOYERS: WHAT FACTORS ARE CRITICAL FOR JOB SUCCESS?", LINDA MCCREA, *CAREER DEVELOPMENT FOR EXCEPTIONAL INDIVIDUALS*, 14:2, 121-130, 1991.

Social skills/interactions

Does the student engage in appropriate social skills and interactions during the assessment/observation process? What are they?
What inappropriate social skills are displayed?
Is support/interaction necessary and/or appropriate and/or effective (e.g., what type, and at what level)?

Communication (receptive and expressive)

Expressive Language	Receptive Language
Characteristics:	Characteristics:
Approximate age level:	Approximate age level:
Alternative communication system used? What?	Alternative communication system used? What?
Need for interpreter?	Need for interpreter?
Accommodations needed:	Accommodations needed:
Need for assessment?	Need for assessment?

Medical/physical status and management (including AODA issues)

Doctor:	Dr's. Phone:
Hospital:	Phone:
Insurance/Medical Card #:	Other Emergency Information:
Responsible Person:	
Phone:	
Allergies:	Procedural Instructions:
☐ Seizures	Describe:
Procedures to follow:	

MEDICATIONS

Name	Purpose	Schedule	Side Effects

DISABILITY INFORMATION

VISION ☐ Blind ☐ Low Vision Acuity ______

Description of Condition(s)	Adaptations/Assistive Devices Required

HEARING ☐ Deaf ☐ Hard of Hearing Loss ______

Description of Condition(s)	Adaptations/Assistive Devices Required

PHYSICAL

☐ Walking Problem Assistance Procedure -

☐ Stairs Problem Assistance Procedure -

DISABILITY INFORMATION (Con't.)

Wheelchair User ☐ Self Transfer ☐ With Assistance

Transfer Procedure -

Prosthetic Devices:

Considerations:

Fine Motor Limitations:

Adaptations:

Health Conditions:

Physical Conditions:

Transportation needs

Method	Available	Capable of Using	Accommodations needed (assistive devices, O&M, training, etc)
Car			
Bicycle			
Motorbike			
City bus			
Paratransit System			
Car pool			
Cab			

Current financial information and concerns

Income:

Source:

Concerns:

Debts:	**List:**	**Concerns:**
Insurance:	**Coverage:**	**Concerns:**
SSI:	**Concerns:**	
SSDI:	**Concerns:**	
Welfare:	**Concerns:**	
Other:		

Past education and training

School:	**Dates:**	**Diploma/Degree:**
Favorite Courses:	**Grades/successes:**	**Problems:**
School:	**Dates:**	**Diploma/Degree:**
Favorite Courses:	**Grades/successes:**	**Problems:**
School:	**Dates:**	**Diploma/Degree:**
Favorite Courses:	**Grades/successes:**	**Problems:**

IEP Transition Planning Domains

Home/Living

- Independent Living—No Support
- With Roommate
- With Family or Relative
- Semi-Independent Living Services
- Supervised Apartment
- Group Home—Specialized Training
- ICF-MR (Ongoing Support)
- Waivered Services
- Adult Foster Care
- Adult Nursing Needs

Personal/Home Needs

- Independent—Needs No Services
- Parenting Skills
- Use of Community Resources
- Citizenship Skills
- Money Management Skills
- Meal Preparation Skills
- Housekeeping Skills
- Assertiveness Training
- Self-Care Skills

Recreational/Leisure Needs

- Independent Recreation and Leisure
- Family Supported Recreation and Leisure
- Community Activities: Sports, Social Clubs, YMCA, Community Ed Classes
- Community Parks and Recreation Programs
- Church Groups
- Specialized Recreation for Disabled

Community Participation

- Independent—Needs No Services
- Public Transportation
- Family Transports
- Car Pools
- Specialized Transportation

Social/Sexual Needs

- Needs Family Planning Services
- Needs Support Group
- Needs Counseling Services
- Needs Respite Care

Advocacy/Legal Needs

- Guardianship Need
- Legal Aid
- Wisconsin Coalition for Advocacy
- Attorney

Medical Needs

- Group Insurance Policy Available (e.g., Medicaid, Champus, Blue Cross, HMO, etc.)
- Independent in Monitoring Medical Needs and Scheduling Appointments
- Dental Care
- Requires Medical Supervision & Scheduling
- Medication Supervision

Postsecondary Education

- University
- Community College
- Vocational Technical College
- Military Service
- Community Education Course
- Apprenticeship

Jobs/Job Training

- Competitive Employment—No Support
- Competitive Employment—Transitional or Time Limited (OJT, JTPA)
- Supported Competitive Employment Minimum Wage or Above, Individual Placement
- Supported Job—Subminimum Wage, Individual Placement—TJC
- Enclave—Small Group Placed in Existing Business, Ongoing
- Mobile Work Support Crew—Small Group in Community
- Entrepreneurial Model—Small Private Business
- Work Activity Center
- Day Activity Center
- Job Corps

Financial/Income Needs (May Be Combination of Sources)

- Earned Wages Only
- Earned Wages & SSI
- SSI Only
- Unearned Income (Gifts, Family Support)
- Emergency Income Options (Food Stamps, Unemployment Compensation)
- Medical Assistance
- Trust/Will

Source: the Minnesota Department of Education

Outcome-Based Programming and Planning Areas for Post-High-School Transitions for EEN Students

GOAL 1: Financial/Income Security

(Topics from which to develop IEP objectives)

☐ Earned Income
☐ Unearned Income (gifts/dividends)
☐ Insurance (life, annuities)
☐ General Public Assistance (H&W)
☐ Food Stamps
☐ Supplemental Security Income (SSI)
☐ Social Security Benefits
☐ Trust/Will or Similar Income
☐ Energy Assistance
☐ SSDI
☐ SSIE
☐ Community Integration Program (CIP)
☐ Community Options Program (COP)
☐ C1/B, CIP/2, CIP/3
☐ Family Financial Support
☐ Medicaid, Medical Assistance (effect of income on benefits)
☐ Coordination of Financial Resources
☐ Tax deduction for developmentally disabled people residing at home
☐ Other ____________________

GOAL 2: Vocational Training/ Job Placement/Postsecondary Education

(Topics from which to develop IEP objectives)

☐ On the Job Training (OJT)
☐ Joint Training Partnership Act (JTPA)
☐ Colleges/Universities
☐ Vocational Technical Centers
☐ Community Based Education and Training
☐ Competitive Employment
☐ Supported Work Models
☐ Volunteer Work
☐ Rehabilitation Facilities
☐ Transition Employment Site
☐ Work for Family Business
☐ Own Business
☐ On the Job Training Programs through Voc. Tech. Schools and/or Adult Agencies
☐ Apprenticeships
☐ Other ____________________

GOAL 3: Secure Living Arrangements

(Topics from which to develop IEP objectives)

☐ Mental Health Institution
☐ Corrections
☐ With Family
☐ Adult Foster Care
☐ Intermediate Care Facility
☐ Hospital
☐ Shelter Care Group Home
☐ Specialized Shelter Care Group Home (training)
☐ Semi-Independent (supervised) Living
☐ Share Living (roommate)
☐ Independent Living (own house/apartment)
☐ Other ____________________

GOAL 4: Adequate Personal Management

(Topics from which to develop IEP objectives)

☐ Household Management
☐ Money Management
☐ Social Skills
☐ Hygiene Skills
☐ Personal Counseling/Therapy: Behavioral, Occupational, Physical, Speech/Language/ Hearing, Vision, Drug/Alcohol Abuse, Family Planning/Sex Education
☐ Personal Care Services
☐ Safety
☐ Parenting Skills
☐ Dressing & Grooming
☐ Physical Fitness
☐ Food & Eating
☐ Communication Skills
☐ Organization
☐ Other ____________________

GOAL 5: Access to and Enjoyment of Leisure Activities
(Topics from which to develop IEP objectives)

☐ Specialized Recreation/Social Activities (Special Olympics, People First)
☐ Sports of Social Clubs (YMCA, Scouts, Health Clubs)
☐ Community Center Programs
☐ Vocational, Technical Schools (craft classes, art, music)
☐ Parks and Recreation Programs
☐ Hobby Clubs
☐ Independent Activities (e.g., bowling, tennis, etc.)
☐ Church Groups
☐ Camps, Vacations
☐ Other ______________________

GOAL 6: Efficient Transportation System
(Topics from which to develop IEP objectives)

☐ Independent (own car, bicycle, etc.)
☐ Public Transportation (bus, taxi, train)
☐ Specialized Transportation (wheelchair van)
☐ Specialized Equipment (electric wheelchair)
☐ Street Crossing/Pedestrian Safety
☐ Mobility and Orientation
☐ Car Pool
☐ Parents as a Transportation Source
☐ Financial Resources Available for Transportation
☐ Supported Transportation (with peer or co-worker)
☐ Other ______________________

GOAL 7: Provision of Medical Services
(Topics from which to develop IEP objectives)

☐ Medical Care: Intermittent Care, Daily (long-term) Care
☐ Medical Services: General Medical Services (check-ups, etc.), Medication Supervision, Dental Care
☐ Medical/Accident Insurance
☐ Financial Resources Group Policy Available, Individual Policy, Medicaid, Other
☐ Mental Health
☐ Technology/Equipment
☐ Prosthetic Devices
☐ Other ______________________

GOAL 8: Linkage to and Use of Advocacy/Legal Services
(Topics from which to develop IEP objectives)

☐ Guardianship/Conservatorship
☐ Wills/Trust/Other
☐ Legal Aid
☐ OCR Office of Civil Rights
☐ Wisconsin Coalition for Advocacy
☐ Wisconsin Developmental Disabilities Council
☐ Police
☐ DVR (Division of Vocational Rehabilitation)
☐ DCS (Division of Community Services)
☐ PEP (Parent Education Project)
☐ Other ______________________

GOAL 9: Appropriate Personal/Family Relationships
(Topics from which to develop IEP objectives)

☐ Counseling: Genetic, Family, Individual, Marriage, Crisis
☐ Health Aide/Home Attendant
☐ Support Group
☐ Respite Care
☐ Visiting Arrangements to Residence by Parents, Friends, Other Family Members
☐ Churches
☐ Child Care, Parenting
☐ Friends/Social Relationships
☐ YMCA/YWCA
☐ Battered Women
☐ Protective Behaviors
☐ Family Planning
☐ Community/Home Support Networks
☐ Divorce
☐ Guardianship
☐ Custody
☐ Other ______________________

GOAL 10: ______________________

____

APPENDIX D. Parent Transition Questionnaires

Parent Questionnaire

From Wausau Public Schools

The following questions will help you think about the services your son or daughter will need after leaving the public schools. Your answers to these questions will help school and other agency staff determine how to assist you in planning and locating services for your son or daughter.

1. Please give the age, grade level, and date of your son or daughter.

Age	Grade	Graduation Date *if known*

2. What are your current post school plans for your son or daughter? Please check the appropriate spaces:

☐ live at home
☐ apartment with support
☐ other *specify* ______________________________

☐ group home
☐ independent

3a. Have you contacted any of the following agencies regarding postschool placements or services? Please check.

☐ Community Colleges
☐ Vocational Technical Institute (VTI)
☐ Private Employment Agencies
☐ Job Service
☐ Your Child's Teacher and Guidance Counselor
☐ County Developmental Disabilities Office
☐ Division of Vocational Rehabilitation (DVR)
☐ Social Security Administration (SSA)
☐ Other *specify* ______________________________

3b. Have you been contacted by any of the agencies mentioned above regarding postschool services? ☐ yes ☐ no

If yes, who contacted you?	When?	Which agency?

3c. Have you been informed of any postschool placement options for your child?
☐ yes ☐ no

If yes, who contacted you?	When?	Which agency?

4. Have you encountered any of the following problems in obtaining postschool services for your son or daughter? Please check any that apply.

☐ Vocational training unavailable
☐ Vocational training inappropriate
☐ Other training unavailable or inappropriate
☐ Residential placements unavailable in your area
☐ Residential placements inappropriate in your area
☐ Transportation problems *specify type of problem* ____________________
☐ Getting the "run-around" from service providers
☐ Lack of knowledge of available services/resources
☐ Don't know where to start
☐ Other *Specify* ____

5. In what areas do you feel that you or your son or daughter will need assistance for postschool planning? Please check all that apply

Vocational—	☐ Work Placement ☐ Work Training ☐ Apprenticeships ☐ Transportation
Residential—	☐ Placement ☐ Independent Living ☐ Emotional Support ☐ Financial Support
Education—	☐ College ☐ Vocational, Technical, and Adult Education ☐ Proprietary School
Leisure/Recreation—	☐ Locating appropriate programs ☐ Transportation ☐ Emotional Support ☐ Access
Social/Legal—	☐ Guardianship ☐ Sexual Awareness ☐ Taking Care of Self ☐ Verbal or physical abuse

Other *Specify*

6. What could the school district staff do to assist you in planning for your son or daughter's post school needs?

Home Responsibilities Questionnaire

When your son or daughter is expected to carry out home chores or to care for him/herself in a specific way:

1. What personal qualities or characteristics assist him/her in accomplishing such needed tasks?

   What personal characteristics get in the way of accomplishing the tasks?

2. Does your child have certain preferences about the kinds of help around the house he/she gives? Name the preferences.

3. What home chores or personal care activities seem to be easily managed by our son or daughter?

4. Name your child's behaviors or attitudes that assist him or her in accomplishing home responsibilities.

   Name one behavior you wish your son or daughter might learn in order to function better as he/she performs work at home.

Parent Transition Questionnaire
A Guide for Transitional Planning

Student's Name	Parent/Guardian's Name

1. Have educational or other personnel talked with you about the postschool future of your son/daughter? ☐ yes ☐ no
Describe ______

2. (a) What do you want for your son/daughter during the next year, in five years, 10 years?

(b) What are the needs you would like to see addressed in each of these areas if any, during the next five to ten years? What is your son/daughter currently doing in each area?

(1) Recreation and Leisure (Acquisition of preferred activities such as hobbies, sports, clubs, etc.):

Currently	**Needs**

(2) Jobs and Job Training (Acquisition of skills necessary to obtain and keep employment, fill out applications, interviews, resumes, employer/employee relations):

Currently	**Needs**

(3) Post-secondary Training (Education and/or training after high school; preparation for and application to technical colleges, community colleges, universities, adult education, community education):

Currently	**Needs**

(4) Community participation (Skills needed to access community resources including people, public places, and activities such as support groups, churches, medical services, legal services, public transportation, drivers license, government agencies):

Currently	**Needs**

3. What most concerns you about the future of your son or daughter?

4. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation? List.

From the Minnesota Department of Education

Parent Survey

Name ____

What grade is your child in? ________

1. What experiences do you feel influenced your son or daughter in his or her schedule planning decisions? *(Please check all appropriate responses.)*

   ☐ Vocational evaluation (evaluation lab)
   ☐ Career exploration
   ☐ Toured or discussed vocational classes
   ☐ Do not know

2. Who do you think influenced his or her decision most? (*Please check only one*)

   ☐ Parents/family
   ☐ Friends
   ☐ Teacher
   ☐ Counselor
   ☐ Principals
   ☐ No one (their own decision)
   ☐ Other individuals, *please specify* ______________________________

3. Some elements of vocational education are considered **relatively** more important than others. Please rank the following elements of vocational education. One is the most important. Five is the least important. Each element must have a different rank.

   ☐ Academic skills (reading, writing, and math)
   ☐ Work experience (actually having a job)
   ☐ Communication skills (ability to express yourself to others)
   ☐ Work attitude and human relations skills (getting along with others, dependability, etc.)
   ☐ Vocational and technical knowledge and skills (mastery of technical skills)

4. What is your child's future plan?

   ☐ College
   ☐ Junior college
   ☐ Military service
   ☐ Technical school
   ☐ Immediate full-time employment
   ☐ Part-time employment and school
   ☐ Don't know
   ☐ Other, *please specify*______________________________

5. What skills/services could have helped your child in getting a job?

   ☐ Good technical background
   ☐ Previous work experience
   ☐ Good job-hunting skills
   ☐ Knowing the right people
   ☐ Help by a job placement counselor
   ☐ Does not apply
   ☐ Other, *please specify*______________________________

6. What skills/services **did help** your child in getting a job?
   - ☐ Good technical background
   - ☐ Previous work experience
   - ☐ Good job-hunting skills
   - ☐ Knowing the right people
   - ☐ Help by a job placement counselor
   - ☐ Does not apply
   - ☐ Other, *please specify*______________________________

7. How will your son or daughter get his or her first job?
   - ☐ Job placement services
   - ☐ Family/relatives
   - ☐ Friends
   - ☐ Training supervisor
   - ☐ Vocational instructor
   - ☐ On his/her own
   - ☐ Does not apply
   - ☐ Don't know

8. How did your son or daughter get his or her first job?
   - ☐ Job placement services
   - ☐ Family/relatives
   - ☐ Friends
   - ☐ Training supervisor
   - ☐ Vocational instructor
   - ☐ On his/her own
   - ☐ Does not apply
   - ☐ Don't know

9. Did you talk with anyone at school about your child's options?
   ☐ Yes ☐ No

10. Who did you discuss the options with? (*Please check all appropriate responses*)
    - ☐ Special education teacher
    - ☐ Classroom teacher
    - ☐ Vocational evaluator
    - ☐ DVI instructor
    - ☐ Counselor
    - ☐ Principal
    - ☐ Vocational Teacher
    - ☐ Other, *please specify*______________________________

11. Have you attended your child's IEP meetings?
    ☐ Yes ☐ No

12. Did you participate in planning or writing the IEP?
    ☐ Yes ☐ No

13. If yes, how did you participate? (*Please check all appropriate responses.*)
    - ☐ Attended (no. of times ______, no. of years ______)
    - ☐ Signed IEP
    - ☐ Offered suggestions
    - ☐ Asked questions
    - ☐ Asked for evaluation
    - ☐ Other, *please specify*______________________________

14. What could be done to help students with disabilities get jobs?

15. Are you aware of funds, services, and programs available to help students with disabilities make the transition from school to work?

☐ Yes ☐ No

16. Which of the following services are you aware of? *(Please check all appropriate responses.)*

Jobs
- ☐ Division of Vocational Rehabilitation
- ☐ Job Training Partnership Act (JTPA) funded programs
- ☐ Job Service
- ☐ Private employment agency
- ☐ Other, *please specify* ____________________

General Assistance
- ☐ Group Homes
- ☐ Social Security
- ☐ Mental Health
- ☐ Developmental Disabilities
- ☐ Other, *please specify* ____________________

17. What services do you feel public schools should provide for students with disabilities in their transition from school to work? (Please be as specific as possible.)

18. What services does the community need in order to assist students with disabilities in transition from school to work? *(Please list.)*

19. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

Return completed form by ____________ in the enveloped provided.

APPENDIX E

Department of Workforce Development Career Centers

Each of the eleven regional Career Centers focuses on helping youth in the area it serves. Local employers, educators, and career center staff pool their resources to guide students and others into satisfying careers. Every Career Center uses top-notch electronic media tools, such as computers, laser discs, videos, networks and the Internet.

C4 Dane County Career Center 4513 Vernon Blvd., #208, Madison, WI 53715 Diane Krause, Coordinator Phone: 608-232-2870, Fax: 608-232-2866 E-mail: krause@cesa2.k12.wi.us	Racine Career Discovery Center 1717 Taylor Ave., Racine, WI 53403 Lynn Landwehr, Coordinator Phone: 414/638-6432, Fax: 414/638-6782 E-mail: lland@racineco.com
Career Connection 1239 Valley Fair Mall, Appleton, WI 54915 Sue Doell, Director Phone: 920-831-1155, Fax: 920-831-1156 E-mail: career-connection@athenet.net	Watertown Career Center 825 Endeavour Dr., Watertown, WI 53098 Cynthia Sandberg, Director Phone: 920/262-7515, Fax: 920/262-7545 E-mail: sandbergc@watertown.k12.wi.us
Green Bay Careers 2000 2740 W. Mason Street, P.O. Box 19042, Green Bay, WI 54307-9042 Mark R. Franks, Director Phone: 414-498-6833, Fax: 414-498-6869 E-mail: gbcc@netnet.net	North Central Career Center 1200 W. Wausau Ave., Wausau, WI 54401 Jessica Westphal, Director Phone 715/261-3227, Fax 715/261-3260 E-mail: jwestpha@kennedy.wausau.k12.wi.us
Milwaukee Career Center 219 Milwaukee Street, Milwaukee, WI 53202 Mona Beers-Schroeder, Manager Phone: 414-226-2440, Fax: 414-226-0318 E-mail: mbeers@milwjobs.com	West Bend Career InfoNet 120 North Main Street, West Bend, WI 53095 Joe Fuehrer, Project Manager Phone: 414-338-3860, Fax: 414-338-1771 E-mail: joe@job.careernet.org
Northwest Career Counseling Network 618 Beaser Avenue, Ashland, WI 54606 Candice Lemire, Director Phone: 715-682-2363, Fax: 715-682-7244 E-mail: career4u@bucky.win.bright.net	Western Wisconsin Career Exploration Link WWTC, R120, 400 N. 7th St., LaCrosse, WI 54602-2908 Brenda Leahy, Coordinator Phone: 608-789-6320 or 1-800-59-LINK UP, Fax: 608-789-6320 E-mail: leahyb@email.western.tec.wi.us

APPENDIX F
Colleges, Universities & Technical College Contacts
University of Wisconsin System

University of Wisconsin Eau Claire *504 Coordinator* Services for Students with Disabilities Eau Claire, WI 54701 (715) 836-2522 or 836-4929	University of Wisconsin Milwaukee *Manager* Disabled Student Services P. O. Box 413 Milwaukee, WI 53201 (414) 229-5822
University of Wisconsin Extension *504 Coordinator* 417 Extension Building 432 North Lake Street Madison, WI 53706 (608) 262-0277	University of Wisconsin Oshkosh *Project Assistant, U-STEP* Dempsey Hall 125 Oshkosh, WI 54901 (414) 299-6239 or 424-3100
University of Wisconsin Green Bay *504 Coordinator* 2420 Nicolet Green Bay, WI 54311-7001 (414) 465-2343	University of Wisconsin Parkside *504 Coordinator* P. O. Box 2000 Kenosha, WI 53141 (414) 553-2657
University of Wisconsin La Crosse *504 Coordinator* 1725 State Street La Crosse, WI 54601 (608) 785-8535	University of Wisconsin Platteville *504 Coordinator* University Plaza Platteville, WI 53818 (608) 342-1773
University of Wisconsin Madison *504 Coordinator* 175 Bascom Hall 500 Lincoln Avenue Madison, WI 53715 (608) 263-2378	University of Wisconsin River Falls *Counseling Center* Hatham East River Falls, WI 54022 (715) 425-3885
University of Wisconsin Madison *Director* McBurney Resource Center 905 University Avenue Madison, WI 53715 (608) 263-2741	University of Wisconsin Stevens Point *504 Coordinator* 103 Student Service Stevens Point, WI 54481 (715) 346-3361

University of Wisconsin Milwaukee
504 Coordinator
310 Chapman
P. O. Box 413
Milwaukee, WI 53201
(414) 229-5923

University of Wisconsin Stout
504 Coordinator
203 Administration Building
Menomonie, WI 54751
(715) 232-2421 or 232-1181

University of Wisconsin Superior
504 Coordinator
Old Main 102
1800 Grand Avenue
Superior, WI 54880-2898
(715) 394-8188

University of Wisconsin System
Director
Office of Equal Opportunity
& Policy Studies
1220 Linden Drive
Madison, WI 53706
(608) 262-6404 or 262-5504

University of Wisconsin Whitewater
Director
Disabled Student Services
800 West Main Street
1004 Roseman Building
Whitewater, WI 53190
(414) 472-4711 or 472-1698

Wisconsin Independent Colleges and Universities

Alverno College
Director of Student Services
3401 South 39th Street
Milwaukee, WI 53215
(414) 382-6100

Cardinal Stritch College
Dean of Students
6801 North Yates Road
Milwaukee, WI 53217
(414) 352-5400, Ext. 204

Edgewood College
Director, Learning Resource Center
855 Woodrow Street
Madison, WI 53711
(608) 257-4861

Immanuel Lutheran College
Dean of Students
501 Grover Road
Eau Claire, WI 54701-7199
(715) 834-3301

Lawrence University
504 Coordinator
115 South Drew Street
Appleton, WI 54911
(414) 832-6536 or 832-6530

Marquette University
Coordinator, Handicap Services
1324 West Wisconsin Avenue
Milwaukee, WI 53233
(414) 224-1645

Milwaukee School of Engineering
504 Coordinator
1025 North Milwaukee Street
Milwaukee, WI 53202
(414) 277-7261 or 277-7265

Mount Mary College
504 Coordinator
Milwaukee, WI 53222
(414) 258-4810, Ext. 222

Nashotah House of Theology
504 Coordinator
2777 Mission Road
Nashotah, WI 53058
(414) 646-3371

Northland College
Resource Coordinator
Learning Center
Ashland, WI 54806
(715) 682-1314

Northwestern College
President
1300 Western Avenue
Watertown, WI 53094
(414) 261-4352

Ripon College
Dean of Admission
Ripon, WI 54791
(414) 748-9482

Saint Norbert College
Director
JMS 115
De Pere, WI 54115
(414) 337-1321

Viterbo College
504 Coordinator
815 South Ninth Street
La Crosse, WI 54601
(608) 784-0040

Wisconsin Lutheran Seminary
504 Coordinator
11831 North Seminary Drive
Mequon, WI 53092
(414) 242-7207

University of Wisconsin Center System

UW Centers
504 Coordinator
149 North Frances Street
Madison, WI 53703
(608) 262-2578

UWC-Baraboo
504 Coordinator
1006 Connie Road
Baraboo, WI 53913
(608) 356-8351, Ext. 45 or 55

UWC-Barron County
Admissions Counselor
1800 College Drive
Rice Lake, WI 54868
(715) 234-8176

UWC-Fond du Lac
Senior Admin. Program Manager
Campus Drive
Fond du Lac, WI 54935-2998
(414) 929-3611

UWC-Fox Valley
Coordinator of Student Services
1478 Midway Road
Menasha, WI 54932
(414) 832-2620

UWC-Manitowoc
Director of Student Services
705 Viebahn
Manitowoc, WI 54220
(414) 683-4707

UWC-Marshfield/Wood County
Director of Student Services
105 Clark Building
P. O. Box 150
2000 West Fifth Street
Marshfield, WI 54449
(715) 389-6529

UWC-Rock County
Director of Student Services
2909 Kellogg Avenue
Janesville, WI 53546
(608) 758-6523

UWC-Washington County
Director of Student Services
400 University Drive
West Bend, WI 53095
(414) 335-5201

UWC-Waukesha
Program Manager
1500 University Drive
Waukesha, WI 53188
(414) 521-5210

Appendix F

WTCS KEY CONTACT PERSONS FOR STUDENTS WITH DISABILITIES 1998-99

TECHNICAL COLLEGE DISTRICT	CONTACT	SERVICES		ADDRESS	TELEPHONE NUMBER	TTY	FAX
		SUPPORT	TRANSITION				
WTCSB	**Thomas Heffron** Education Consultant - Special Services heffrot@board.tec.wi.us	X	X	310 Price Place P.O. Box 7874 Madison, WI 53707	(608) 266-3738	(608) 267-2483	(608) 266-1690
BLACKHAWK	Chris Flottum Instructor cflottum@blackhawk.tec.wi.us	X	X	6004 Prairie Road Janesville, WI 53547	(608) 757-7796	(608) 757-7681	(608) 757-9409
	Theresa Rumage Transition Specialist trumage@blackhawk.tec.wi.us		X	6004 Prairie Road Janesville, WI 53547	(608) 757-7795	(608) 757-7681	(608) 757-9409
	Jane Krause Interpreter jkrause@blackhawk.tec.wi.us	X		6004 Prairie Road Janesville, WI 53547	(608) 757-7799	(608) 757-7681	(608) 757-9409
CHIPPEWA VALLEY	Carolyn Dunning Special Services Manager cdunning@mail.chippewa.tec.wi.us	X	X	620 West Clairemont Avenue Eau Claire, WI 54701	(715) 833-6280	(715) 833-6254	(715) 833-6470
	Michelle Peterson Transition Specialist michellepeterson@mail.chippewa.tec. wi.us	X	X	620 West Clairemont Avenue Eau Claire, WI 54701	(715) 833-6254	(715) 833-6254	(715) 833-6470
	Debra Elam Interpreter delam@mail.chippewa.tec.wi.us	X	X	620 West Clairemont Avenue Eau Claire, WI 54701	(715) 833-6509	(715) 833-6254	(715) 833-6470
	Vivian DeFord Special Needs Assistant vdeford@mail.chippewa.tec.wi.us	X	X	620 West Clairemont Avenue Eau Claire, WI 54701	(715) 833-6254	(715) 833-6254	(715) 833-6470
	Steve Holden Special Needs Instructor sholden@mail.chippewa.tec.wi.us	X	X	620 West Clairemont Avenue Eau Claire, WI 54701	(715) 833-6281	(715) 833-6254	(715) 833-6470
	Lynn Brantner Special Needs Instructor lbrantner@mail.chippewa.tec.wi.us	X	X	620 West Clairemont Avenue Eau Claire, WI 54701	(715) 833-6281	(715) 833-6254	(715) 833-6470
	Barb Tanner Special Needs Instructor btanner@mail.chippewa.tec.wi.us	X	X	620 West Clairemont Avenue Eau Claire, WI 54701	(608) 833-6281	(715) 833-6254	(715) 833-6470

TECHNICAL COLLEGE DISTRICT	CONTACT	SERVICES		ADDRESS	TELEPHONE NUMBER	TTY	FAX
		SUPPORT	TRANSITION				
FOX VALLEY	Shary Schwanbenlender Special Needs Coordinator schwaben@foxvalley.tec.wi.us	X	X	1825 North Bluemound Drive Appleton, WI 54913-2277	(920) 735-5679	(920) 735-5679	(920) 735-2582
	Patt Freund Special Needs Instructor freund@foxvalley.tec.wi.us	X	X	1825 North Bluemound Drive Appleton, WI 54913-2277	(920) 735-5702		(920) 735-5702
	Jacki Ronson Special Needs Instructor ronson@foxvalley.tec.wi.us	X	X	1825 North Bluemound Drive Appleton, WI 54913-2277	(920) 735-2497	(920) 735-2497	(920) 735-2582
	Rita Van Groll Special Needs Instructor vangroll@foxvalley.tec.wi.us	X	X	1825 North Bluemound Drive Appleton, WI 54913-2277	(920) 735-2423		(920) 735-2423
	Alice Heiden Special Needs Instructor heiden@foxvalley.tec.wi.us	X	X	150 North Campbell Road Oshkosh, WI 54903-2217	(920) 236-6155	(920) 236-6155	(920) 236-6130
GATEWAY	**Racine:** **Helen Suda** Special Needs Instructor sudah@gateway.tec.wi.us	X		1001 South Main Street Racine, WI 53403-1582	(414) 631-7378	(414) 631-1007	(414) 631-1044
	Debby Burke Transition Counselor burked@gateway.tec.wi.us		X	1001 South Main Street Racine, WI 53403-1582	(414) 631-1042	(414) 631-1007	(414) 631-1044
	Linda Mahoney LD Instructor mahoneyl@gateway.tec.wi.us	X		1001 South Main Street Racine, WI 53403-1582	(414) 631-7337	(414) 631-1007	(414) 631-1044
	Jo Bailey Learning Skills Specialist baileyj@gateway.tec.wi.us		X	1001 South Main Street Racine, WI 53403-1582	(414) 631-7392	(414) 631-1007	(414) 631-1039
	Peggy Jude Special Needs Instructor judep@gateway.tec.wi.us	X		1001 South Main Street Racine, WI 53403-1582	(414) 631-7337	(414) 631-1007	(414) 631-1044
	Leslie Meyer Lead Sign Language Interpreter meyerl@gateway.tec.wi.us	X		1001 South Main Street Racine, WI 53403-1582	(414) 631-7338	(414) 631-1007	(414) 631-1044

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		SERVICES					
TECHNICAL COLLEGE DISTRICT	CONTACT	SUPPORT	TRANSITION	ADDRESS	TELEPHONE NUMBER	TTY	FAX
GATEWAY	**Kenosha:** Mary Hawkins Special Needs Instructor hawkinsm@gateway.tec.wi.us	X		3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-6951	(414) 656-7246	(414) 656-8966
	Jo Bailey Learning Skills Specialist baileyj@gateway.tec.wi.us		X	3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-6958	(414) 656-7246	(414) 656-6909
	Debby Burke Transition Counselor burked@gateway.tec.wi.us		X	3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-6942	(414) 656-7246	(414) 656-6909
	Gerard Millette LD Instructor milletteg@gateway.tec.wi.us	X		3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-6951	(414) 656-7246	(414) 656-8966
	Leslie Meyer Lead Sign Language Interpreter meyerl@gateway.tec.wi.us	X		3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-6951	(414) 656-7246	(414) 656-8966
	Walworth: Jo Bailey Learning Skills Specialist baileyj@gateway.tec.wi.us		X	400 County Road H Elkhorn, WI 53121-2020	(414) 741-6107	(414) 741-6156	(414) 741-6134
	Kathy Peterson Special Needs Instructor petersonk@gateway.tec.wi.us	X		400 County Road H Elkhorn, WI 53121-2020	(414) 741-6168	(414) 741-6815	(414) 741-6134
	Pat Harkness LD Instructor harknessp@gateway.tec.wi.us	X		400 County Road H Elkhorn, WI 53121-2020	(414) 741-6804	(414) 741-6815	(414) 741-6134
	Mary Mair Lead Sign Language Interpreter mairm@gateway.tec.wi.us	X		400 County Road H Elkhorn, WI 53121-2020	(414) 741-6108	(414) 741-6815	(414) 741-6134
	Debby Burke Transition Counselor burked@gateway.tec.wi.us		X	400 County Road H Elkhorn, WI 53121-2020	(414) 741-6139		

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		SERVICES					
TECHNICAL COLLEGE DISTRICT	CONTACT	SUPPORT	TRANSITION	ADDRESS	TELEPHONE NUMBER	TTY	FAX
LAKESHORE	Tom Hilke Dean, General Education/GOAL/Student Services thhi@ltc.tec.wi.us	X		1290 North Avenue Cleveland, WI 53015	(920) 458-4183	(920) 693-8956	(920) 693-3251
	Don Geiger Special Needs Instructor doge@ltc.tec.wi.us	X	X	1290 North Avenue Cleveland, WI 53015	(920) 458-4183	(920) 693-8956	(920) 693-3251
	Vicki Wiese Special Needs Instructor viwi@ltc.tec.wi.us	X	X	1290 North Avenue Cleveland, WI 53015	(920) 458-4183	(920) 693-8956	(920) 693-3251
MADISON	Eduardo Arangua Dean-Alternative Learning eja6100@madison.tec.wi.us	X	X	211 North Carroll Street Madison, WI 53703	(608) 258-2441	(608) 246-6663	(608) 258-2415
	Colleen Foley Transition Facilitator	X	X	211 North Carroll Street Madison, WI 53703	(608) 258-2397	(608) 246-6663	(608) 258-2415
	Pam Chrostowski Transition Facilitator pjc1906@madison.tec.wi.us		X	3550 Anderson Street Madison, WI 53704	(608) 246-6791	(608) 246-6663	(608) 246-6703
	Karen Irwin-Romadka Testing Accommodator kromadka@madison.tec.wi.us	X		3550 Anderson Street Madison, WI 53704	(608) 243-4217	(608) 246-6663	(608) 243-4244
MID-STATE	Marlene Miller Special Needs Services Coordinator nmiller@midstate.tec.wi.us	X	X	500 32nd Street North Wisconsin Rapids, WI 54494	(715) 422-5452	(715) 422-5456	(715) 422-5440
	Sarah Dunham Special Needs Facilitator sdunham@midstate.tec.wi.us	X		500 32nd Street North Wisconsin Rapids, WI 54494	(715) 422-5422	(715) 422-5456	(715) 422-5440
MILWAUKEE	George Sippl Special Populations Assistant sipplg@milwaukee.tec.wi.us	X		700 West State Street Milwaukee, WI 53233	(414) 297-6874	(414) 297-6986	(414) 297-7082
	Chuck Kevil Manager kevilc@milwaukee.tec.wi.us	X		700 West State Street Milwaukee, WI 53233	(414) 297-6581	(414) 297-6986	(414) 297-7990
	Brenda Benton Special Needs Counselor bentonb@milwaukee.tec.wi.us		X	700 West State Street Milwaukee, WI 53233	(414) 297-6594	(414) 297-6986	(414) 297-7990
	Christine Litwin Transition Specialist litwinc@milwaukee.tec.wi.us		X	700 West State Street Milwaukee, WI 53233	(414) 297-7839	(414) 297-6986	(414) 297-8143

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		SERVICES					
TECHNICAL COLLEGE DISTRICT	CONTACT	SUPPORT	TRANSITION	ADDRESS	TELEPHONE NUMBER	TTY	FAX
MILWAUKEE	Todd McGilligan HIP/VIP Specialist mcgillit@milwaukee.tec.wi.us	X	X	700 West State Street Milwaukee, WI 53233	(414) 297-6405	(414) 297-6986	(414) 297-7990
MORAINE PARK	Gretchen Gall Learning Specialist ggall@moraine.tec.wi.us	X	X	235 North National Avenue Fond du Lac, WI 54936	(920) 924-3196	(920) 929-2109	(920) 924-3421
	Bonnie Bauer Learning/Transition Specialist bbauer@moraine.tec.wi.us	X	X	2151 North Main Street West Bend, WI 53095	(414) 335-5741	(414) 335-5798	(414) 335-5708
	Craig Finley Manager-Reentry/Special Services cfinley@moraine.tec.wi.us	X	X	235 North National Avenue Fond du Lac, WI 54936	(920) 924-3192	(920) 929-2109	(920) 924-3421
	Lee Pease Interpreter	X		2151 North Main Street West Bend, WI 53095	(414) 335-5750	(414) 335-5798	(414) 335-5708
NICOLET AREA	Todd Allgood Evaluation/Placement/Special Needs tallgood@nicolet.tec.wi.us	X	X	P.O. Box 518 Rhinelander, WI 54501	(715) 365-4448	(715) 365-4515	(715) 365-4404
	Special Needs Case Managers: Cindy Schmitz cschmitz@nicolet.tec.wi.us	X	X	P.O. Box 518 Rhinelander, WI 54501	(715) 365-4426	(715) 365-4515	(715) 365-4404
	John Bates jbates@nicolet.tec.wi.us	X	X	P.O. Box 518 Rhinelander, WI 54501	(715) 365-4426	(715) 365-4515	(715) 365-4404
	Bob Steber bsteber@nicolet.tec.wi.us	X	X	P.O. Box 518 Rhinelander, WI 54501	(715) 365-4426	(715) 365-4515	(715) 365-4404
	Sandy Jenkins Transition/Placement Specialist sjenkins@nicolet.tec.wi.us	X	X	P.O. Box 518 Rhinelander, WI 54501	(715) 365-4426	(715) 365-4515	(715) 365-4404
NORTH CENTRAL	Loios Gilliland Learning Support Team gillilan@northcentral.tec.wi.us	X	X	1000 West Campus Drive Wausau, WI 54401	(715) 675-3331, x4503	(715) 675-6341	(715) 675-9776
	Joe Mielczarek VIP Program Vocational Specialist mielczar@northcentral.tec.wi.us	X	X	1000 West Campus Drive Wausau, WI 54401	(715) 675-3331, x4087	(715) 675-6341	(715) 675-9776
	Carol Vandenbush Deaf/Hard of Hearing Program vandenbu@northcentral.tec.wi.us	X		1000 West Campus Drive Wausau, WI 54401	(715) 675-3331, x4092	(715) 675-6341	(715) 675-9776
	Kathy Farrell Transition Specialist farrell@northcentral.tec.wi.us		X	1000 West Campus Drive Wausau, WI 54401	(715) 675-3331, x4141	(715) 675-6341	(715) 675-9776

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		SERVICES					
TECHNICAL COLLEGE DISTRICT	CONTACT	SUPPORT	TRANSITION	ADDRESS	TELEPHONE NUMBER	TTY	FAX
NORTH CENTRAL	**Beth Meyer** **Lead Interpreter** **meyerb@northcentral.tec.wi.us**	X		**1000 West Campus Drive** **Wausau, WI 54401**	(715) 675-3331, x4082	(715) 675-6341	(715) 675-9776
NORTHEAST WISCONSIN	**Jerome Miller** **Special Services Coordinator** millejl@nwtc.tec.wi.us	X	X	2740 West Mason Street Green Bay, WI 54307-9042	(920) 498-5470	(920) 498-5470	(920) 498-6242
	Janet Whitney Instructional Support Specialist	X		2740 West Mason Street Green Bay, WI 54307-9042	(920) 498-6390	(920) 498-6390	(920) 498-6242
	Julie Pullin Learning Instructor	X		2740 West Mason Street Green Bay, WI 54307-9042	(920) 498-6390	(920) 498-6390	(920) 498-6242
	Lori Feuerstein Transition Specialist feuerlm@nwtc.tec.wi.us	X	X	2740 West Mason Street Green Bay, WI 54307-9042	(920) 498-5755	(920) 498-6390	(920) 498-6242
	Sue-Ellen Haas Interpreter	X		2740 West Mason Street Green Bay, WI 54307-9042	(920) 498-6390	(920) 498-6390	(920) 498-6242
SOUTHWEST WISCONSIN	Wynn Henderson Special Populations Coordinator wehender@southwest.tec.wi.us	X		1800 Bronson Boulevard Route 1, Box 500 Fennimore, WI 53809	(608) 822-3262	(608) 822-2072	(608) 822-6019
	Alan Propst Special Needs Instructor apropst@southwest.tec.wi.us	X	X	1800 Bronson Boulevard Route 1, Box 500 Fennimore, WI 53809	(608) 822-3262, x2130	(608) 822-2072	(608) 822-6019
	Carol Kopp Transition Coordinator ckopp@southwest.tec.wi.us		X	1800 Bronson Boulevard Route 1, Box 500 Fennimore, WI 53809	(608) 822-3262	(608) 822-2072	(608) 822-6019
WAUKESHA COUNTY	Elroy Harmelink Special Needs Counselor eharmelink@waukesah.tec.wi.us	X	X	800 Main Street Pewaukee, WI 53072	(414) 691-5277	(414) 691-5088	(414) 691-5089
	Deb Jilbert Coordinator, Special Services djilbert@waukesha.tec.wi.us	X	X	800 Main Street Pewaukee, WI 53072	(414) 691-5210	(414) 691-5088	(414) 691-5089
	Bonnie Liljestrand Transition Specialist (to work) bliljestrand@waukesha.tec.wi.us		X	800 Main Street Pewaukee, WI 53072	(414) 695-7805	(414) 695-7817	(414) 695-7818
	Carole Hovde Assoicate Dean-Basic Education-Special Services chovde@waukesha.tec.wi.us	X		800 Main Street Pewaukee, WI 53072	(414) 521-5222	(414) 521-5195	(414) 521-5164

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TECHNICAL COLLEGE DISTRICT	CONTACT	SERVICES		ADDRESS	TELEPHONE NUMBER	TTY	FAX
		SUPPORT	TRANSITION				
WESTERN WISCONSIN	Ed Mathwig Director Counseling & Support Services mathwige@email.western.tec.wi.us	X	X	304 North Sixth Street La Crosse, WI 54602-0908	(608) 785-9816	(608) 785-9200\	(608) 785-9147
	Karin Rudolph Disabilities Services Assistant rudolphk@email.western.tec.wi.us	X	X	304 North Sixth Street La Crosse, WI 54602-0908	(608) 785-9134	(608) 785-9200	(608) 785-6206
	Kristina Puent Instructional Support Specialist puentk@email.western.tec.wi.us	X	X	304 North Sixth Street La Crosse, WI 54602-0908	(608) 785-9875	(608) 785-9566	(608) 785-6206
	Kristina Follansbee Lead Interpreter follansbeek@email.western.tec.wi.us	X		304 North Sixth Street La Crosse, WI 54602-0908	(608) 785-9551	(608) 785-9551	(608) 785-6206
WISCONSIN INDIANHEAD	Mimi Crandall Dean/Student Services mcrandal@witc.tec.wi.us	X	X	505 Pine Ridge Drive Shell Lake, WI 54871	(715) 468-2815, x2280	(715) 468-7755	(715) 468-2819
	Student Success Center Instructors						
	Kary Boyd (Ashland) kboyd@witc.tec.wi.us	X	X	2100 Beaser Avenue Ashland, WI 54806	(715) 682-4591	(715) 468-7755	(715) 682-8040
	Cindy Utities-Heart (Ashland) cutities@witc.tec.wi.us	X	X	2100 Beaser Avenue Ashland, WI 54806	(715) 682-4591	(715) 468-7755	(715) 682-8040
	Anne Freagon (New Richmond) afreagon@witc.tec.wi.us	X	X	1019 South Knowles Avenue New Richmond, WI 54017	(715) 246-6561	(715) 468-7755	(715) 246-2777
	Mark Kearns (New Richmond) mkearns@witc.tec.wi.us	X	X	1019 South Knowles Avenue New Richmond, WI 54017	(715) 246-6561	(715) 468-7755	(715) 246-2777
	Pat Peters (Rice Lake) ppeters@witc.tec.wi.us	X	X	1900 College Drive Rice Lake, WI 54868	(715) 234-7082	(715) 468-7755	(715) 234-5172
	John Swenson (Rice Lake) jswenson@witc.tec.wi.us	X	X	1900 College Drive Rice Lake, WI 54868	(715) 234-7082)	(715) 468-7755	(715) 234-5172
	Dick Grimes (Superior) dgrimes@witc.tec.wi.us	X	X	600 North 21st Street Superior, WI 54880	(715) 394-6677	(715) 468-7755	(715) 394-3771
	Wendy Ecklund (Superior) wecklund@witc.tec.wi.us	X	X	600 North 21st Street Superior, WI 54880	(715) 394-6677	(715) 468-7755	(715) 394-3771
TECHNOLOGY LOAN CENTER	Clayton Blom TLC Representative blom@northcentral.tec.wi.us	X		1000 Campus Drive Wausau, WI 54401	(715) 675-3331, x4081	(715) 675-6341	(715) 675-9776
	Alan Edwards Technical Assistance edwards@northcentral.tec.wi.us	X		1000 Campus Drive Wausau, WI 54401	(715) 675-3331, x4139	(715) 675-6341	(715) 675-9776

APPENDIX G. Public Agencies List

Client Advocacy Program/DHFS
Division of Care & Treatment Facilities
1 West Wilson Street
Room 550
P. O. Box 7851
Madison, WI 53707-7851
(608) 266-2713

Client Assistance Program
Governor's Committee for People with Disabilities
131 West Wilson Street
Madison, WI 53702
(608) 267-7422
1-800-362-1290 (Voice/TDD)

Council on Special Education
Department of Public Instruction
DLSEA–125 South Webster
P. O. Box 7841
Madison, WI 53707
(608) 266-1649
(608) 266-1474 (TDD)

Council for Hearing Impaired
P. O. Box 7851
Madison, WI 53707
(608) 266-8081 (Voice/TDD)

Department of Administration
State Section 504 Coordinator
101 South Webster Street, GEF 2
P. O. Box 7864
Madison, WI 53707
(608) 266-0411

Department of Health and Family Services (DHFS)
Council on Developmental Disabilities
722 Williamson Street
P. O. Box 7851
Madison, WI 53707-7851
(608) 266-7826

DHFS–Division of Supportive Living
P. O. Box 7851
Madison, WI 53707-7851
(608) 267-9840 (Brain Injury)
(608) 266-7469 (Family Support)
(608) 266-7469 (Katie Beckett)

DHFS–Division of Supportive Living
Bureau of Developmental Disabilities Serv.
1 West Wilson Street
Madison, WI 53702
(608) 266-1255
(608) 266-8083 (TTY)

DHFS–Division of Supportive Living
Bureau of Long Term support
1 West Wilson Street
P. O. Box 7851
Madison, WI 53707-7851
(608) 266-9700

DHFS–Division of Supportive Living
Program Development
1 West Wilson Street
Room 343
Madison, WI 53702
(608) 267-7284

BEST COPY AVAILABLE

DHFS–Division of Supportive Living
Office for Persons with Physical Disabilities
1 West Wilson Street
Room 418
P. O. Box 7851
Madison, WI 53707-7851
(608) 267-9582

DHFS–Division of Supportive Living
Bureau for Community Mental Health Services
1 West Wilson Street
Room 433
Madison, WI 53702
(608) 266-3717

DHFS–Division of Supportive Living
Bureau of Sensory Disabilities
1 West Wilson Street
Room 418
P. O. Box 7851
Madison, WI 53707-7851
(608) 266-5600

DHFS–Division of Health
Bureau of Health Care Financing
1 West Wilson Street
Room 250
P. O. Box 309
Madison, WI 53701
(608) 266-2522

DHFS–Division of Supportive Living
Bureau of Substance Abuse Services
1 West Wilson Street
Room 434
P. O. Box 7851
Madison, WI 53707-7851
(608) 266-2717

DHFS–Division of Health
Program for Children with Special Health Care Needs
1400 East Washington Avenue
Madison, WI 53703
1-800-441-4576

DHFS–Division of Supportive Services
Office for the Deaf & Hard of Hearing
1 West Wilson Street
Room 443
P. O. Box 7851
Madison, WI 53707-7851
(608) 266-8081
(608) 266-8083 (TDD)

DWD–Division of Vocational Rehabilitation
2917 International Lane (temporary)
3rd Floor
P. O. Box 7852
Madison, WI 53707-7852
(608)243-5600 (Voice/TDD)

DHFS–Office of Secretary
Office of Administrative Hearings
119 King Street
P. O. Box 7875
Madison, WI 53707-7875
(608) 266-9664

Division of Vocational Rehabilitation
–Consumer Information Line
Information and Referral
131 West Wilson Street
Room 1030
Madison, WI 53702
(608) 266-8922 (Voice/TDD)

Department of Public Instruction
State Superintendent
125 South Webster Street
P. O. Box 7841
Madison, WI 53707-7841
(800) 441-4563
(608) 266-1771

Governor's Committee for People with Disabilities
131 West Wilson Street
Room 1003
P. O. Box 7852
Madison, WI 53707-7852
(608) 266-5378 (Voice)
(608) 266-2082 (TDD)

Department of Public Instruction
Division of Learning Support: Equity and Advocacy
125 South Webster Street
P. O. Box 7841
Madison, WI 53707-7841
(608) 266-1649
(608) 267-2427 (TDD)

US Office for Civil Rights-Region V
111 North Canal St.
Chicago, IL 60606
(312) 886-3456
(312) 353-2540 (TDD)

Department of Transportation
Driver Medical Correspondence
4802 Sheboygan Avenue, Room 301
P. O. Box 7918
Madison, WI 53707-7918
(608) 266-2327
(608) 266-0396 (TDD)

Department of Transportation
General Counsel's Office
P. O. Box 7910
Madison, WI 53707-7910
(608) 266-8810

DHFS-Office for the Blind
Central Office
1 West Wilson Street
P. O. Box 7852
Madison, WI 53707-7852
(608) 266-5600 (Voice)
(608) 266-8082 (TTY)

DHFS-Division of Care and Treatment Facilities
Central Wisconsin Center for the Developmentally Disabled
Library Information Center
317 Knutson Drive
Madison, WI 53704
(608) 249-2151, Ext. 327

Office of Commissioner of Insurance
123 West Washington Avenue
P. O. Box 7873
Madison, WI 53707-7873

Public Defender's Office
131 West Wilson Street
Room 100
P. O. Box 7923
Madison, WI 53707-7923
(608) 266-0087 (call for local listing)

Wisconsin Council on Children and Families
30 West Mifflin Street
Room 401
Madison, WI 53703
(608) 258-4397

Waisman Center on Mental Retardation and Human Development
1500 Highland Avenue
Madison, WI 53705-2280
(608) 263-5776

Waisman Center - TRACE Center
1500 Highland Avenue
Madison, WI 53705-2280
(608) 262-6966

Wisconsin Coalition for Advocacy
16 North Carroll Street
Suite 400
Madison, WI 53703
(608) 267-0214 (Voice/TDD)

Wisconsin Council of the Blind, Inc.
1245 East Washington Avenue
Suite 180
Madison, WI 53703
(608) 255-1166

Wisconsin Council on Developmental Disabilities
Full Citizenship Coordinator
Chris Thomas-Cramer
722 Williamson Street
Madison, WI 53702
(608) 266-0979

Wisconsin Council on Mental Health
1 West Wilson Street
Room 433
P. O. Box 7851
Madison, WI 53707
(608) 266-3717

Wisconsin Disability Coalition
P. O. Box 1205
Madison, WI 53701
(608) 221-1837 (Voice/TDD)

Wisconsin First Step Project
(608) 266-5148
1-800-642-STEP
1-800-282-1663 (TDD)

WisTech
2917 International La., 3rd Fl.
P. O. Box 7852
Madison, WI 53707
(608) 243-5600

Board on Aging and Long-Term Care
122 East Dayton Street
Madison, WI 53703
1-800-266-8944

APPENDIX H. Private Agencies/Organizations List

Alliance for the Mentally Ill of Wisconsin
1410 Northport Dr.
Madison, WI 53704
(608) 242-7223

American Cancer Society
615 North Sherman Avenue
Madison, WI 53704
(608) 249-0487

American Diabetes Association
3101 Patty Lane
Middleton, WI 53562
(608) 831-9606

American Heart Association
4703 Monona Drive
Madison, WI 53716
(608) 221-8866

ARC Wisconsin
121 South Hancock
Madisonh, WI 53703
(608) 251-9272

Autism Society of Wisconsin
519 North Union Street
Appleton, WI 54911
(414) 731-1448

Badger Association of the Blind
912 North Hawley Road
Milwaukee, WI 53213
(414) 258-9200

Center for Public Representation
520 University Avenue
Madison, WI 53703
(608) 251-4008

Coalition for Minority Citizens with Disabilities
1 West Wilson Street
Room 338
P. O. Box 7851
Madison, WI 53707
(608) 266-9897

Community Advocates
3517 West Burleigh
Milwaukee, WI 53210
(414) 873-1521

Easter Seal Society of Wisconsin, Inc.
101 Nob Hill Road
Madison, WI 53713
(608)277-8288

Family Assistance Center for Education, Training & Support - FACETS
6900 Horizon Dr.
Greendale, WI 53129
414-425-6846

Hunger Task Force
2309 North 36th Street
Milwaukee, WI 53210
(414) 449-1700

Legal Assistance to Institutionalized Persons
UW Law School
913 University Avenue, Room 203
Madison, WI 53715-1090
(608) 262-1002

Lupus Society
P. O. Box 16621
Milwaukee, WI 53216
(414) 781-1111.

March of Dimes–Birth Defects Foundation
502 East Main Street
Madison, WI 53703
(608) 257-5151

Mental Health Association in Wisconsin
313 Price Place, Suite 11
Madison, WI 53703
(608) 238-2011

Mothers United for Moral Support (MUMS)
c/o Julie Gordon
150 Custer Court
Green Bay, WI 54301
(414) 336-5333
FAX (414) 339-0995

Muscular Dystrophy Association
5007 Monona Drive
Madison, WI 53716
(608) 222-3269

National Association of Social Security Claimant's Representatives
P. O. Box 794
Pearl River, NY 10965
1-800-431-2804

National Federation for the Blind
1800 Johnson Street
Baltimore, MD 21230
(301) 659-9314

National Head Injury Foundation
1776 Massachusetts Avenue SW
Suite 100
Washington, DC 20036
(202) 296-6443

National Multiple Sclerosis Society
615 East Michigan Street
Milwaukee, WI 53202
1-800-242-3358

National Spinal Cord Injury Assoc.
Madison Chapter
P. O. Box 2685
Madison, WI 53701
(608) 222-8302

National Spinal Cord Injury Assoc.
Greater Milwaukee Chapter
1545 South Layton Blvd., Room 516
Milwaukee, WI 53215
(414) 384-4022

Parent Education Project of WI
2192 South 60th Street
West Allis, WI 53219
(414) 328-5520
(414) 272-1077 (TDD)
1-800-231-8382

Prader-Willi Syndrome Association of Wisconsin, Inc.
305 Amanda Way
Verona, WI 53593
(608) 845-9597
1-800-926-4797

Response to Hunger Network
P. O. Box 55312
Madison, WI 53705
(608) 255-2255

Spina Bifida Association–National
4590 MacArthur Blvd. NW, Suite 250
Washington, DC 20007
1-800-621-3141

Spina Bifida Association of Wisconsin
P. O. Box 463
Delavan, WI 53115-0463
1-800-433-7404

Tourette Syndrome Association
Wisconsin Chapter
Comprehensive Child Care Center
1000 North Oak Avenue
Marshfield, WI 54449
(715) 387-5228

Tuberous Sclerosis Association
State Representative
N3998 Vista Road
Sullivan, WI 53178
(414) 593-2191

United Cerebral Palsy of Wisconsin
121 South Hancock Street
Madison, WI 53703
(608) 251-6533

Volunteer Braillists & Tapists, Inc.
517 North Segoe Road, #200
Madison, WI 53705
(608) 233-0222 (9:00 a.m. to noon)

WISCAP–Wisconsin Community
Action Programs
1045 East Dayton
Madison, WI 53703
(608) 256-7636

Wisconsin Association for Alcohol
and Drug Abuse
2801 West Beltline Highway, #235
Madison, WI 53713
(608) 273-8616

Wisconsin Association for Children
and Adults with Learning Disabilities
6213 Middleton Springs Drive
Suite 107
Middleton, WI 53562
(608) 836-9722

Wisconsin Association of
Community Human Service Programs
6000 Gisholt Drive, Suite 106
Madison, WI 53713
(608) 221-8958

Wisconsin Association of the Deaf
c/o Clark Christensen, Secretary
1398 Harris Drive
Waukesha, WI 53186

Wisconsin Association of Family
and Children's Agencies
131 West Wilson, Suite 901
Madison, WI 53703
(608) 257-5939

Wisconsin Association of Nonpublic
Schools
30 West Mifflin Street, Room 302
Madison, WI 53703
(608) 257-0004

Wisconsin Association of Parents of
the Visually Impaired
6323 Pleasant Hill Drive
West Bend, WI 53095
(414) 675-2575

Wisconsin Brain Trauma Assoc.
735 North Water Street
Suite 701
Milwaukee, WI 53202
(414) 271-7463

Wisconsin Coalition for Advocacy
16 North Carroll Street, Suite 400
Madison, WI 53703
(608) 267-0214 (Voice/TDD)

Wisconsin Early Childhood
Association
3200 Monroe Street
Madison, WI 53711
(608) 231-3090

Wisconsin Epilepsy Association
6400 Gisholt Drive, Suite 113
Madison, WI 53713
(608) 221-1210

Wisconsin Family Ties
16 North Carroll Street, #705
Madison, WI 53703
(608) 267-6888
1-800-422-7145

Wisconsin First Step- Referral Hot Line
c/o Luthern Hospital
910 South Avenue
LaCrosse, WI 54601
(800) 642-7837

Wisconsin Head Start Interagency Specialist
7 North Pinckney Street
Suite 225
Madison, WI 53703
(608) 266-6547

Wisconsin Head Start–Resource Access Project
Portage Office–CESA #5
626 East Slifer Street
P. O. Box 564
Portage, WI 53901
(608) 742-8811, Ext. 233

Wisconsin Housing and Economic Development Authority
1 South Pinckney Street
Suite 500
Madison, WI 53703
(608) 266-7884

Wisconsin Lung Association
1001 West Lisbon Avenue
Milwaukee, WI 53222
1-800-242-5160

Wisconsin Nutrition Project
1045 East Dayton, Room 204
Madison, WI 53703
(608) 251-4153

Wisconsin Parent Teacher Association (PTA)
4797 Hayes Road, Suite 2
Madison, WI 53704-3288
(608) 244-1455

Wisconsin Personnel Development Project
Waisman Center, Room 231
University of Wisconsin
1500 Highland Avenue
Madison, WI 53705-2280
(608) 263-5022

Wisconsin Registry of Interpreters for the Deaf
5329 West Arizona Street
Milwaukee, WI 53219
(414) 963-4549 (Voice/TDD)

Wisconsin Social Services Board Members & Directors Assoc.
John D. Thurman, President
Chippewa County Department of Social Services
2833 County Trunk I
Chippewa Falls, WI 54729
(715) 723-2285

Wisconsin Speech-Language-Hearing Association
P. O. Box 1109
Madison, WI 53701-1109
(608) 283-5489
1-800-545-0640

Wisconsin Telecommunicators, Inc.
P. O. Box 2185
Oshkosh, WI 54903

W.I.S.H.–With Impaired Sight & Hearing
3680 South Kinnickinnic Avenue
Milwaukee, WI 53207

Wisconsin Independent Living Centers

Center	Counties Served
Independent Living Program Curative Workshop Rehabilitation Center *Program Director* P. O. Box 8027 Green Bay, WI 54308 (414) 468-1161	Brown, Calumet, Door, Fond du Lac, Green Lake, Kewaunee, Manitowoc, Marinette, Marquette, Menominee, Oconto, Outagamie, Shawano, Sheboygan, Waushara, Waupaca, and Winnebago
Access to Independence, Inc. *Executive Director* 22 North Second Street Madison, WI 53704 (608) 251-7575	Dane, with outreach to Columbia, Dodge, and Green
Center for Independent Living *Director* University of Wisconsin–Stout Menomonie, WI 54751 (715) 232-1216	Barron, Burnett, Chippewa, Dunn, Eau Claire, Pepin, Pierce, Polk, Rusk, St. Croix, and Washburn
Independence First *Executive Director* 6222 West Capitol Drive Milwaukee, WI 53216 (414) 438-5622 (414) 438-5627 (TDD)	Milwaukee, Ozaukee, Washington, and Waukesha
Society's Assets, Inc. (SAI) *Executive Director* 1511 Washington Avenue Racine, WI 53403 (414) 637-9128	Kenosha, Racine, and Walworth
North Country Independent Living Program *Director* P. O. Box 1245 Superior, WI 54880 (715) 392-9118	Ashland, Bayfield, Douglas, Iron, Pierce, and Sawyer

North Central Independent Living Center North Central Health Care Facilities *Director* 1710 W. Stewart Ave. Wausau, WI 54401 (715) 842-4805 or 1-800-644-4805	Adams, Florence, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Taylor, Vilas, and Wood. Also Native Populations of Lac du Flambeau, Potawatomi, and Sokoagon Chippewa

APPENDIX I - Wisconsin Counties
Wisconsin Community Programs, Social Service and Human Service Agencies

Adams County Department of
Community Programs
108 East North Street
P. O. Box 619
Friendship, WI 53934
(608) 339-7881

Adams County Department of
Health & Social Services
108 East North Street
P. O. Box 500
Friendship, WI 53934
(608) 339-3356 or 339-3357

Ashland County Human Services
Department
301 Ellis Avenue
Ashland, WI 54806
(715) 682-7004

Bad River Tribe
P. O. Box 39
Odanah, WI 54861
(715) 682-7111

Barron County Department of
Social Services
Barron County Courthouse
Room 338
Barron, WI 54812
(715) 537-5691

Bayfield County Department of
Social Services
P. O. Box 308
Washburn, WI 54891
(715) 373-6127

Bayfield County Department of
Community Programs
Bayfield County Courthouse
P. O. Box 276
Washburn, WI 54891
(715) 373-6133

Brown County Human Services
Department
111 North Jefferson Street
Green Bay, WI 54301
(414) 448-6000

Brown County Mental Health
Center
2900 St. Anthony Drive
Green Bay, WI 54311
(414) 468-1136

Buffalo County Department of
Human Services
407 South Second Street
P. O. Box 600
Alma, WI 54610
(608) 685-4412

Burnett County Department of
Social Services
7410 County Road K, Box 130
Siren, WI 54872
(715) 349-2131

Calumet County Department of
Human Services
206 Court Street
Chilton, WI 53014
(414) 849-1400

Chippewa County Department of
Social Services
711 North Bridge Street
Chippewa Falls, WI 54729
(715) 726-7840

Chippewa County Department of
Community Programs
711 North Bridge Street
Chippewa Falls, WI 54729
(715) 726-7799

Clark County Community Services
Courthouse Room 503
Neillsville, WI 54456
(715) 743-5191

Clark County Department of
Social Services
517 Court Street
Neillsville, WI 54456
(715) 743-5233

Columbia County Human Services
Department
711 East Cook Street
Portage, WI 53901
(608) 742-9227

Comprehensive Community
Services–Agency of Washington County
333 East Washington Street, #2100
West Bend, WI 53095
(414) 335-4583

Crawford County Human Services
Department
111 West Dunn Street
Prairie du Chien, WI 53821
(608) 326-0248

Dane County Department of
Human Services
1202 Northport Drive
Madison, WI 53704
(608) 242-6200

Dodge County Department of
Human Services
143 East Center Street
Juneau, WI 53039
(414) 386-3750

Door County Unified Board
421 Nebraska Street
P. O. Box 670
Sturgeon Bay, WI 54235
(414) 746-2345

Door County Department of
Social Services
421 Nebraska
Sturgeon Bay, WI 54235
(414) 746-2300

Douglas County Human Services
1313 Belknap Street
Superior, WI 54880
(715) 394-0304

Dunn County Department of
Human Services
808 Main Street
Menomonie, WI 232-1116
(715) 232-1116

Eau Claire County Department of
Human Services
202 Eau Claire Street
P. O. Box 840
Eau Claire, WI 54737
(715) 833-1977

Florence County Human Services
Department
501 Lake Avenue
P. O. Box 170
Florence, WI 54121
(715) 528-3296/589-4322/696-3726

Fond du Lac County Department of
Community Programs
459 East First Street
Fond du Lac, WI 54935
(414) 929-3500

Fond du Lac County Department of
Social Services
87 Vincent Street
P. O. Box 1196
Fond du Lac, WI 54936-1196
(414) 929-3400

Forest County Potawatomi Tribe
Forest County Potawatomi
Community, Inc.
P. O. Box 340
Crandon, WI 54520
(715) 478-5840

Forest County Social Services Dept.
Forest County Courthouse
200 East Madison
Crandon, WI 54520
(715) 478-3351

Grant County Department of
Social Services
8820 Highways 35 & 81 South
P. O. Box 111
Lancaster, WI 53813
(608) 723-2136

Great Lakes Inter-Tribal Council
P. O. Box 9
Lac du Flambeau, WI 54538
(715) 588-3324

Green County Human Services
P. O. Box 216
Pleasant View Complex
Monroe, WI 53566
(608) 328-9399

Green Lake County Human
Services Department
500 Lake Steel Street
Green Lake, WI 54941-3188
(414) 294-4070

Human Service Center–Forest,
Oneida & Vilas Counties
705 East Timber Drive
P. O. Box 897
Rhinelander, WI 54501-0897
(715) 369-2215

Iowa County Department of
Social Services
109 West Fountain Street
P. O. Box 98
Dodgeville, WI 53533
(608) 935-9311

Iron County Department of
Human Services
Courthouse
300 Taconite Street
Hurley, WI 54534
(715) 561-3636

Jackson County Human Service
Department
P. O. Box 457
Black River Falls, WI 54615
(715) 284-4301

Jefferson County Human Service
Department
N3995 Annex Road
Jefferson, WI 53549
(414) 674-3105

Juneau County Department of
Human Services
220 East La Crosse Street
Mauston, WI 53948
(608) 847-9400

Kenosha County Department of
Social Services
714- 52nd Street
Kenosha, WI 53140
(414) 653-6500

Kenosha County Department of
Community Programs
912-56th Street, Room #7
Kenosha, WI 53140
(414) 653-6788

Kewaunee County Department of
Social Services
Courthouse Annex
510 Kilbourn Street
Kewaunee, WI 54216
(414) 388-3777

Kewaunee County Community
Programs
522 Fourth Street
Algoma, WI 54201
(414) 793-4111

Lac Courte Oreille Tribe
Route 2, Box 2700
Hayward, WI 54843
(715) 634-8934

Lac du Flambeau Tribe
P. O. Box 67
Lac du Flambeau, WI 54538
(715) 588-3303

La Crosse County Human Services Department
P. O. Box 4002
300 North Fourth Street
La Crosse, WI 54601
(608) 785-6050

LaFayette County Human Services
700 North Main Street
P. O. Box 206
Darlington, WI 53530
(608) 776-4800

Langlade County Department of Social Services
1225 Langlade Road
Antigo, WI 54409
(715) 627-4750

Lincoln County Department of Social Services
503 South Center Avenue
P. O. Box 547
Merrill, WI 54452
(715) 536-6200

Lincoln County 51.437 Services
912 Memorial Drive
P. O. Box 710
Merrill, WI 54452-0710
(715) 536-0350

Manitowoc County Human Services
926 South Eighth Street
P. O. Box 1177
Manitowoc, WI 54221-1177
(414) 683-4400

Marathon County Department of Social Services
400 East Thomas Street
Wausau, WI 54401
(715) 847-5700

Marinette County Human Services
2500 Hall Avenue
P. O. Box 1086
Marinette, WI 54143
(715) 732-7760

Marquette County Department of Social Services
Courthouse
P. O. Box 405
Montello, WI 53949
(608) 297-9135

Marquette County Unified Services Board
Courthouse
P. O. Box 274
Montello, WI 53949
(608) 297-9151

Menominee County Human Services Department
P. O. Box 280
Keshena, WI 54135
(715) 799-3861

Menomonee Tribe
Menomonee Tribal Legislature
P. O. Box 910
Keshena, WI 54155
(715) 799-5100

Milwaukee County Department of Human Services
235 West Galena Street
Milwaukee, WI 53212
(414) 289-6816

Monroe County Department of Human Services
Community Services Center
Route 2, Building A
Sparta, WI 54656
(608) 269-8600/269-8630

North Central Community Services
(Langlade, Lincoln & Marathon)
1100 Lake View Drive
Wausau, WI 54401
(715) 848-4600

Northern Pines Unified Services
(Barron, Burnett, Polk, Rusk &
Washburn)
1160 Eighth Avenue
P. O. Box 518
Cumberland, WI 54829
(715) 822-4747

Oconto County Department of
Human Services
835 South Main Street
P. O. Box 40
Oconto Falls, WI 54154-0040
(414) 834-7000

Oneida County Department of
Social Services
Oneida County Courthouse
P. O. Box 400
Rhinelander, WI 54501
(715) 362-5695

Oneida Tribe
Oneida Business Community
P. O. Box 365
Oneida, WI 54155
(414) 869-1260

Outagamie County Department of
Human Services
401 South Elm Street
Appleton, WI 54911
(414) 832-5161

Ozaukee County Department of
Community Programs
P. O. box 994
121 West Main Street
Port Washington, WI 53074-0994
(414) 238-8127/284-8127

Ozaukee County Department of
Social Services
121 West Main Street
P. O. Box 994
Port Washington, WI 53074
(414) 284-8200/238-8200

Pepin County Department of
Human Services
740 Seventh Avenue West
P. O. Box 39
Durand, WI 54736
(715) 672-8941

Pierce County Department of
Human Services
412 West Kinne Street
P. O. Box 670
Ellsworth, WI 54011
(715) 273-3531

Polk County Department of
Social Services
300 Polk County Plaza
P. O. Box 219
Balsam Lake, WI 54810
(715) 485-3133

Portage County Community Human
Services
817 Whiting Avenue
Stevens Point, WI 54481
(715) 345-5350

Price County Human Services
Department
Normal Building, Room 122
1045 South Eyder Avenue
Phillips, WI 54555
(715) 339-2158

Racine County Human Services
Department
207 Seventh Street
Racine, WI 53403
(414) 636-3671

Red Cliff Tribe
P. O. Box 529
Bayfield, WI 54814
(715) 779-3701

Richland County Community Programs
1000 Highway 14 West
Richland Center, WI 53581
(608) 647-6384

Richland County Department of Social Services
250 South Main Street
P. O. Box 673
Richland Center, WI 53581
(608) 647-8821

Rock County Developmental Disabilities Board
P. O. Box 1867
Janesville, WI 53547
(608) 757-5050

Rock County Department of Social Services & Community Programs
Highway 51, North
P. O. Box 1649
Janesville, WI 53547-1649
(608) 757-5200

Rusk County Department of Social Services
County Courthouse
Ladysmith, WI 54848
(715) 532-2116

Sauk County Department of Human Services
425 Sixth Street
P. O. Box 398
Reedsburg, WI 53959
(608) 524-4391

Sawyer County Department of Social Services
P. O. Box 192
Hayward, WI 54843
(715) 634-4806

Sawyer County Comprehensive Planning Board
Windmill Square
P. O. Box 729
Hayward, WI 54843
(715) 634-4751

Shawano County Department of Community Programs
504 Lakeland Road
Shawano, WI 54166
(715) 526-5547

Shawano County Department of Social Services
P. O. Box 29
Shawano, WI 54166
(715) 526-4700

Sheboygan County Human Services Department
1011 North Eighth Street
Sheboygan, WI 53081
(414) 459-3056

Sokoagon Tribe
Sokoagon Chippewa Tribe
Route 1, Box 625
Crandon, WI 54520
(715) 478-2604

St. Croix Tribe
P. O. Box 287
Hertel, WI 54845
(715) 349-2195

St. Croix County Human Services Department
1246-185th Avenue
New Richmond, WI 54017-9236
(715) 246-6991

Stockbridge-Munsee Tribe
Route 1
Bowler, WI 54416
(715) 793-4111

Taylor County Human Services
Department
219 South Wisconsin
Medford, WI 54451
(715) 748-3332

Trempealeau County Unified Board
County Courthouse
P. O. Box 67
Whitehall, WI 54773
(715) 538-2311, Ext. 272

Trempealeau County Department
of Social Services
County Courthouse
P. O. Box 67
Whitehall, WI 54773
(715) 538-2311, Ext. 290

Unified Board of Grant & Iowa
Counties
P. O. Box 230
Lancaster, WI 53813
(608) 723-6357

Vernon County Department of
Human Services
P. O. Box 823
Viroqua, WI 54665
(608) 637-2135

Vilas County Social Services
Department
Vilas County Courthouse
P. O. Box 369
Eagle River, WI 54521
(715) 479-3668

Walworth County Department of
Human Services
3955 Highway NN
P. O. Box 1006
Elkhorn, WI 53121-0906
(414) 741-3300

Washburn County Department of
Human Services
P. O. Box 250
Shell Lake, WI 54871
(715) 468-7878

Washington County Department of
Social Services
333 East Washington Street
Suite 3100
West Bend, WI 53095
(414) 335-4610

Washington County CCSA
333 East Washington Street
Suite 2100
West Bend, WI 53095
(414) 335-4583

Waukesha County Health and
Human Services Department
500 Riverview Avenue
Waukesha, WI 53188
(414) 548-7666

Waupaca County Department of
Human Services
811 Harding Street
Waupaca, WI 54981-2080
(715) 258-6300

Waushara County Department of
Community Programs
P. O. Box 700
Wautoma, WI 54982-0700
(414) 787-4656

Waushara County Department of Social Services P. O. Box 898 209 South St. Marie Street Wautoma, WI 54982 (414) 787-3303	Winnebago Tribe Wisconsin Winnebago Business Committee P. O. Box 667 Black River Falls, WI 54615 (715) 284-9343
Winnebago County Department of Community Programs 435 Algoma Boulevard P. O. Box 2808 Oshkosh, WI 54903-2808 (414) 236-4812	Wood County Unified Services 2611-12th Street South P. O. Box 729 Wisconsin Rapids, WI 54494 (715) 421-8800
Winnebago County Social Services Department 448 Algoma Boulevard P. O. Box 2646 Oshkosh, WI 54903-2646 (414) 236-4600	Wood County Department of Social Services Courthouse, 400 Market Street P. O. Box 8095 Wisconsin Rapids, WI 54495-8095 (715) 421-8600 *and* 604 East Fourth Street Marshfield, WI 54449 (715) 387-6374

APPENDIX J
DWD/Division of Vocational Rehabilitation Local District Offices

DVR Office	Counties Served
DVR-Eau Claire 517 East Clairemont Avenue Eau Claire, WI 54701-6479 (715) 836-4263 (Voice, TDD)	Serves Baron, Chippewa, Clark, Dunn, Eau Claire, Pepin, Pierce, Polk, and Saint Croix Counties
DVR-Fond du Lac 820 South Main Street P. O. Box 1438 Fond du Lac, WI 54936-1438 (414) 929-2924 (414) 929-3972 (TDD)	Serves Calumet, Fond du Lac, Green Lake, and Marquette Counties
DVR-Green Bay 200 North Jefferson Street Suite 311 Green Bay, WI 54301-5197 (920) 448-5281 (920) 448-5290 (TDD)	Serves Brown, Door, Florence, Kewaunee, Marinette, Menominee, Oconto, and Shawano Counties
DVR-Janesville 1900 Center Ave. Janesville, WI 53546-4800 (608) 741-3583 TDD-741-3650	Serves Grant, Green, Iowa, LaFayette, Richland and Rock Counties
DVR-Kenosha 712-55th Street Kenosha, WI 53140-3690 (414) 653-6453 (414) 653-6453 (TDD)	Serves Kenosha and Walworth Counties
DVR-La Crosse 333 Buchner Place, Wing B La Crosse, WI 54603-3122 (608) 785-9500 (608) 785-9530 (TDD)	Serves Buffalo, Crawford, Jackson, Juneau, La Crosse, Monroe, Trempealeau, and Vernon Counties
DVR-Madison East 600 Williamson Street, Suite F Madison, WI 53703-4500 (608) 266-3655 (608) 267-7772 (TDD)	Serves Dane County

DVR-Madison West 5005 University Avenue, Suite 2 Madison, WI 53705-5415 (608) 266-4541 (608) 267-2090 (TDD)	Serves Columbia, Dodge, Jefferson, Marquette, and Sauk Counties
DVR-Milwaukee Northeast 1200 East Capitol Drive, Suite 300 Milwaukee, WI 53211-1867 (414) 229-0300 TDD-229-0328	Serves Northeast sector of Milwaukee County
DVR-Milwaukee Northwest 6830 West Villard Avenue Milwaukee, WI 53218-3936 (414) 438-4860 (414) 438-4869 (TDD)	Serves Northwest sector of Milwaukee County
DVR-Milwaukee Southeast 555 West Layton Avenue, Suite 430 Milwaukee, WI 53207-5931 (414) 769-5700 (414) 769-5704 (TDD)	Serves Southeast sector of Milwaukee County
DVR-Milwaukee Southwest 9401 West Beloit Road, Room 408 Milwaukee, WI 53227-4380 (414) 546-8340 (414) 546-8354 (TDD)	Serves Southwest sector of Milwaukee County
DVR-Oshkosh 303 Pearl Avenue, Suite E Oshkosh, WI 54901-4737 (920) 424-2028 (920) 424-2053 (TDD)	Serves Outagamie, Waupaca, Waushara, and Winnebago Counties
DVR-Racine 7033 Washington Avenue #103 Racine, WI 53406-3873 (414) 884-7300 (414) 884-7303 (TDD)	Serves Racine County
DVR-Rhinelander 158 South Anderson Street Rhinelander, WI 54501-0894 (715) 365-2600 (Voice & TDD)	Serves Florence, Langlade, Lincoln, Oneida, and Vilas Counties
DVR-Spooner 522 Service Road Spooner, WI 54801-0159 (715) 635-6202 (715) 635-6906 (TDD)	Serves Burnett, Rusk, Sawyer,Taylor and Washburn Counties

DVR-Sheboygan 3620 Wilgus Ave. Sheboygan, WI 53081-3548 (920) 208-5855 (920) 459-3576 (TDD)	Serves Manitowoc and Sheboygan Counties
DVR-Superior 1330 Tower Avenue Superior, WI 54880-1525 (715) 392-7896 (Voice & TDD)	Serves Ashland, Bayfield, Douglas, Iron, and Price Counties
DVR-Waukesha 141 NW Barstow Street, Room 157 Waukesha, WI 53187-1349 (414) 548-5850 (414) 548-5852 (TDD)	Serves Ozaukee, Washington, and Waukesha Counties
DVR-Wausau 2416 Stewart Square Wausau, WI 54401-4183 (715) 845-9261 (715) 845-5554 (TDD)	Serves Marathon County
DVR-Wisconsin Rapids 2810 Ninth Street South Wisconsin Rapids, WI 54494-6335 (715) 422-5050 (715) 422-5055 (TDD)	Serves Adams, Portage and Wood Counties

DVR-CENTRAL OFFICE: 2917 International Lane, Ste 300, P.O. Box 7852, Madison, WI 53707-7852
(608) 243-5600 Voice; (608) 243-5601 TTY; (608) 243-5680 or 243-5681 FAX

APPENDIX K
Social Security Administration Offices

Appleton Office
720 West Parkway Boulevard
Appleton, WI 54914
(414) 739-5194

Eau Claire Office
715 South Barstow Street
Eau Claire, WI 54701
(715) 836-6647

Fond du Lac Office
16 Guindon Boulevard
Fond du Lac, WI 54935
(414) 921-6390

Green Bay Office
101 North Webster Street
Green Bay, WI 54301
(414) 433-3941

Janesville Office
203 West Court Street
Janesville, WI 53545
(608) 754-5325

Kenosha Office
5624 Sixth Avenue
Kenosha, WI 53141
(414) 656-7846

La Crosse Office
Post Office Building
425 State Street, Room 213
La Crosse, WI 54601
(608) 784-6838

Lancaster Office
Coventry Office Park
313 Alona Lane
Lancaster, WI 53813
(608) 723-4154

Madison Office
6502 Odana Road
Madison, WI 53719
(608) 833-3854

Manitowoc Office
1212 Memorial Drive
Manitowoc, WI 54221-1510
(414) 682-0389

Marinette Office
1619 Golden Court
Marinette, WI 54143
(715) 735-7961

Milwaukee (DT) Office
310 West Wisconsin Avenue, #260
Milwaukee, WI 53203
(414) 291-3207

Milwaukee (Mitchell) Office
1722 South 13th Street
Milwaukee, WI 53204
(414) 649-4760

Milwaukee (N) Office
5452 West Fond du Lac Avenue
Milwaukee, WI 53216
(414) 463-6161

Milwaukee (S) Office
6251 West Forest Home Avenue
Milwaukee, WI 53220
(414) 546-8248

Milwaukee (W) Office
3716 West Wisconsin Avenue
Milwaukee, WI 53208
(414) 291-3152

Oshkosh Office
304 Otter Avenue
Oshkosh, WI 54902
(414) 236-3945

Portage Office
1 North Main Street
Portage, WI 53901
(608) 742-5756

BEST COPY AVAILABLE

Racine Office
4020 Durand Avenue
Racine, WI 53405
(414) 544-4094

Rhinelander Office
166 South Steven Street
Rhinelander, WI 54501
(715) 369-3882

Rice Lake Office
1725 South Main Street
Rice Lake, WI 54868
(715) 234-1485

Sheboygan Office
606 North Ninth Street
Sheboygan, WI 53082
(414) 458-8931

Superior Office
1519 Tower Avenue
Superior, WI 54880
(715) 392-5115

Waukesha Office
2131 West Silvernail Road
P. O. Box 1633
Waukesha, WI 53187
(414) 542-2745

Wausau Office
137 North River Drive
Wausau, WI 54401
(715) 845-2566

West Bend Office
712 Park Avenue
West Bend, WI 53095
(414) 338-0858

Wisconsin Rapids Office
930 Wood Avenue
Wisconsin Rapids, WI 54494
(715) 423-3796

SETTING GOALS

Your goals for your adult life are driven by your own determination. The adults helping you with your Individualized Education Programs will help you become able to make these important decisions.

Remember, this process:

- is determined by *your* needs and abilities,
- is a *joint process* with you and adults,
- can make you more aware of other programs and services available to you, and
- will help make you a successful adult.

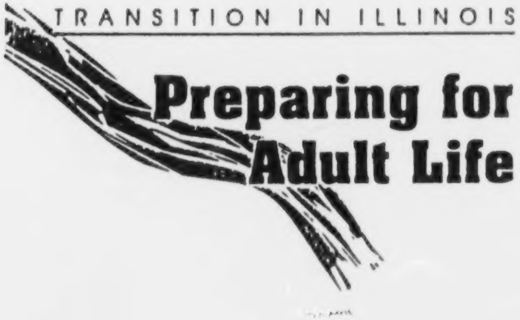
Illinois has many services to help you create the kind of future you want. The Transition Coordinating Council and 68 Transition Planning Committees work with groups throughout the state to improve services for you.

You can get information about transition services in your community from school staff and other members of your local Transition Planning Committee (TPC).

For additional information, contact:

This brochure is funded by Part D of IDEA and is written through a contract issued by the Illinois State Board of Education.

TRANSITION IN ILLINOIS



Preparing for Adult Life

Paint a picture of your future . . . then live it!

Plan and Prepare Now for Life after High School

TRANSITION

from school to adult life

Life Planning Information for Youth with Disabilities

TRANSITION IN ILLINOIS

Preparing for Adult Life

Think about how you want your life to look in a year, or in five years, or in ten years. What kind of picture do you see? What kind of home do you live in? What kind of job or school do you go to? What do you do for fun? Are there friends and family in the picture?

Planning your life is like painting a picture. First you imagine what you want it to look like, and then you start creating it. The first step in creating your future is to make some plans and choices now.

MAKING A PLAN

You should start planning for your life after high school by the time you reach age 14 1/2. You will do this by working with adults to include plans for your future in your Individualized Education Programs. The adults who will help you do this are teachers, school counselors, your family, social workers, community leaders, adult service providers, and others. These people will work with you to help you decide what your future should look like. They will help you get the right classes and services to meet your needs.

As you create your Individualized Education Program every year, you will need to understand your abilities. You will need to think about what you are good at, and if you're not sure what you want to do as an adult you should test your interests out in jobs and hobbies. Knowing these things about yourself will help you make plans that you can follow to create the life you want.

Your teachers will tell you when your planning meetings will happen. Remember, Individualized Education Programs are your plans for your adult life. So go to the meetings and tell your planning team what you want and need. Tell them how you want your life to look.

KEEPING A PERSONAL FILE

When you plan your future, it is important to keep written information about your skills, your interests, your needs, and anything else that tells about who you are. Ask your teachers to help you make a file of your personal information. This will include copies of your Individualized Education Programs, any tests you took to find out what your interests and abilities are, your medical records, letters of recommendation, and your resume. As you get close to graduation, you will share this information with people who can help you get the job, housing, and other things you want and need.

MAKING CHOICES

Part of creating the life you want is learning to make choices that help you get what you want and need. One choice you will have to make many times is the choice to stand up for yourself and ask for what you need. This is called being assertive. Being assertive means that you tell people what you are thinking and feeling and what you would like to do. You can practice doing this now in school, at your planning meetings, and with your family. Being assertive does not mean that you yell at people or that you always get your own way. It does mean that you speak up for yourself instead of being silent.

What is Transition?

Transition is the time when your child moves from high school into adult life. Schools are required by law to help with areas of transition planning which include: home living, community participation, recreation/leisure, jobs and job training, and exploring post-secondary training opportunities. Parents, learners, teachers and service providers are important team members who will work on transition planning as part of the Individualized Education Program (IEP).

Following are some suggested steps to help parents and learners prepare for the IEP/Transition Planning meeting.

- **Step 1**: Review goals and objectives from last year's IEP. List your questions and comments.
- **Step 2**: Review each transition area listed on the back of this form.
- **Step 3**: Fill out the Transition Survey (inside) with your child. Write down what they do now and their goals in each of the five areas. Also note if help is needed and who could help.
- **Step 4**: Encourage your child to participate actively in the IEP process.
- **Step 5**: Bring this form and any notes or questions you have to the IEP/Transition Planning Meeting at your child's school.

Your input is important to the success of transition planning. A good transition plan will help your child reach his/her full potential.

What Does Each Transition Area Include?

Home Living—
Necessary skills to fully participate in an appropriate living situation.

Community Participation—
Skills needed to be able to use community resources including people, public places, and activities.

Recreation/Leisure—
Preferred activities during free time including sports, hobbies, and relaxation activites.

Jobs/Job Training—
Skills needed for employment or other meaningful adult activities.

Post-secondary Training—
Education and/or training that occurs over a lifetime.

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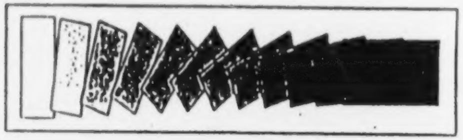
Public Schools



TRANSITION

A Partnership of
School
Community
Home

PARENT/GUARDIAN TRANSITION SURVEY

Merry Gutzel, Transition Specialist
Cooperative Educational Service Agency
(CESA) #4
1855 East Main Street
Onalaska, WI 54650
(608) 785-9372

Please comment in as many areas as possible and bring this form with you to your student's IEP meeting. Thank you.

PARENT/GUARDIAN TRANSITION SURVEY

Transition Areas Below are sample ideas in each area:	What does your son or daughter do now?	What goals do you and your child have for his/her future?	Is help needed in any area?	What agencies or support services are you using now?
Home Living (live alone, live with roommate, semi-independent, live with family or relatives, group home, adult foster care, boarding room)				
Community Participation (drive car, use public transportation-bus, taxi, metro mobility, shopping, appointments-dental, medical, banking, voting, religious activities)				
Recreation/Leisure (sports, hobbies, group activites, individual activities, extra curricular activities)				
Jobs/Job Training (competitive employment, full-time work, on-the-job training, part-time work, volunteer work, supported work)				
Post-secondary Training (college-community college, technical college or university, on-the-job training, military service, supported work environment, community and adult basic education)				

10/94

Date

Name of Person Completing This Form

Why is Transition planning important for you and your child?

Adult services after High School are NOT guaranteed.

Federal and state laws require school districts to provide **Transitional IEPs and Services** for students in Special Education no later than age 16.

There are waiting lists for most adult services, so start planning EARLY (you can begin as early as age 14).

When do you start Planning?

EARLY!

Who should be involved?

- ✓ **Students**
- ✓ **Parents**
- ✓ **Teachers**
- ✓ **Support Professionals**
- ✓ **Employers, Job Coaches**
- ✓ **Vocational Professionals**
- ✓ **Circle of Support**
- ✓ **Anyone else you feel is appropriate**

Any of these people can help develop a transition plan.

START EARLY!

GET INVOLVED!

STAY INVOLVED!

Publication & Distribution Sponsored By:

ARC Milwaukee
MADDSA Transition Committee
Parent Education Project of WI
Southeastern WI Center for Independent Living
United Cerebral Palsy of Southeastern WI

THE TRANSITION CONNECTION

Homework

Journeys

Preparing Students with Disabilities for Life after School

Is your child with special education needs turning 16? If the answer is yes, then this is your opportunity to help him or her prepare for options after school life.

Getting ready to leave school is called **TRANSITIONING. Transition** can be defined as *"moving from one stage of life to the next stage."* We are all constantly transitioning in our lives.

The Law

In Special Education, federal and state laws require schools to help students and their parents prepare and carry out a **Transitional Individualized Education Plan** (IEP) for life after graduation from high school. The transition process can begin as early as age 14 and should be in place no later than age 16. Transition services are available until your child graduates from High School.

Transition Planning

The yearly transitional IEP, can include:

- Job Training
- Higher Education
- Self-Advocacy Skills
- Living Options
- Recreational Activities
- Career Planning
- Community Participation
- Transportation
- Living Skills
- Other areas

The coordinated set of activities included in the **Transitional IEP** are based upon the individual student's needs, preferences and interests.

When preparing the **Transitional IEP,** students and parents should think about these questions:

- Does the student have the skills to find a job?
- Does the student possess the appropriate social skills?
- Where will the student live?
- Are there special transportation needs?
- Will the student be self-supporting?
- Does the student need help with decision making?
- Does the student know how to plan leisure time?
- How will the student make friends?
- Has the student mastered living skills?
- What are the student's educational options; have they all been explored?
- Does the student have any Assistive Technology needs?

Resources

The Department of Public Instruction (DPI) has printed information about **Transitioning** for students with disabilities. For a list of free publications regarding Special Education issues, call 1-800-441-4563. For **Transition Issues** call DPI at (608) 267-3748, 267-2427 (TTY).

Contact your local Special Education Director, IEP Teacher, or CESA as well as the Division of Vocational Rehabilitation (DVR) office for further information on mandated transition services.

The advocacy agencies available in your community include:

Parent Education Project of WI (PEP)
1-800-231-8382 or (414) 328-5520

ARC Milwaukee (414) 774-6255
(voice & tty)

United Cerebral Palsy of Southeastern
WI (UCP) (414) 272-4500
or
(414) 272-1077 (voice & tty)

Wisconsin Coalition for Advocacy
(WCA) (414) 276-9333 (voice & tty)

Southeastern Wisconsin Center for
Independent Living (SEWCIL)
(414) 291-7520, 291-7525 (tty)

Families Forward (608) 251-4008

RESOURCES IN TRANSITION
Available Free of Charge from

Department of Public Instruction
Special Education Team
Program Assistant, Transition Programs
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-3749
FAX (608) 267-3746
E-Mail = kelloam@mail.state.wi.us

Department of Workforce Development
Division of Vocational Rehabilitation
Program Assistant, Transition/Supported Employment
P.O. Box 7852
Madison, WI 53707-7852
(608) 243-5672
FAX (608) 243-5681
Email = hallsa@mail.state.wi.us

☐ Overview of Transition Services & Developing IEPs Which Incorporate Them (Rev.3-97);

☐ Collaborative Transition Programming (rev. 10-97)

☐ School & DVR's Responsibilities in the Provision of Transition Services to Students with Disabilities (rev. 2-95) (DPI/DVR Interagency Agreement Attached)

☐ Department of Public Instruction Exceptional Education Bulletin No. 85.6 "Reporting Names to s. 51.42 and 52.437 Boards"

☐ Vocational Experience Programs for Students with Disabilities: Labor Laws, Program Guidelines, Vocational Assessment (rev. 9-97)

☐ A Parents' Guide to Transition for Youth with Disabilities (rev. 9-98)

☐ Guidelines for Conducting Functional Vocational Evaluations (rev.12-96)

☐ All Means All: Including Special Populations in School to Work Programs (rev.9-98)

☐ Transition: Guiding Practice to Improve Student Outcomes (Rev. 8-96)

Send the checked items to:
NAME:

ORGANIZATION:

STREET: (No P.O. Boxes)

CITY: **STATE:** **ZIP:**

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DVR

Wisconsin's Design for Transition Success Project

WISCONSIN DPI